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Parti GE.MI.
Opening participatory routes
Mentoring and building capacity for
active citizenship from a gender perspective

associazione progetto arcobaleno o n l u s

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Handbook on Mentoring
for Migrants to Promote
Political Participation

Parti GE.MI.

Opening participatory routes:
Mentoring and building capacity for
active citizenship from a gender perspective

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1.   INTRODUCTION

Political participation and representation – that is, the perception of, discussion of, and participation in political decision-making processes – are key elements of social integration and thus also an essential aspect of social participation for people with a migrant background. The promotion of political participation of migrants from countries outside the EU is one of the goals of the European Integration Fund (EIF).

This handbook on mentoring is a result of the European project **"Opening participatory routes: Mentoring and building capacity for active citizenship from a gender perspective (Parti GE.MI.)."** Project partners (universities and educational institutions) from Greece, Spain, Italy, and Germany participated in the project. Parti GE.MI. aims to improve the political participation of migrants from countries outside the EU with a focus on forms of participation in trade unions, parents' representations at schools, and local councils/ political committees at a local level. A special aspect of the project's goals is the consideration of gender perspective. The project is divided into two phases: the action-research and the intervention phases.

Parti GE.MI. started with the research phase in which migrants involved in volunteer work in the mentioned areas were interviewed about their experiences. The interviews were analysed to identify success factors as well as participation barriers, and these results were taken into consideration in the actual intervention phase when planning and implementing a model mentoring programme and capacity building training programmes.[1] The present Mentoring Guide/Handbook and the training programmes electronic tool provide migrants interested to participate with assistance in getting involved in volunteer work in the three targeted areas of community life. You can find additional information on the project and the research reports on http://www.parti-gemi.eu/. The project began in October 2013 and ended in April 2015.

Project partners in Parti GE.MI.

Athens/ Greece (Coordination)	CENTRE FOR RESEARCH ON WOMEN'S ISSUES DIOTIMA (NGO) http://www.diotima.org.gr/english
Frankfurt am Main/ Germany	beramí berufliche Integration e.V. http://www.berami.de Institut für Sozialforschung (IFS, Institute for Social Research) at Johann Wolfgang Goethe-Universität http://www.ifs.uni-frankfurt.de
Florence/ Italy	University of Florence, Department of Education and Psychology http://www.scifopsi.unifi.it/ Associazione Progetto Arcobaleno Onlus (NGO) http://www.progettoarcobaleno.it
Barcelona/ Spain	SURT. Fundació de dones. Fundació privada (NGO)

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[1] The procedures for individual training modules can be found on the project homepage.

http://www.surt.org

The project was coordinated by the Centre for Research on Women's Issues, Diotima in Athens. The German part of the study was done by the Institut für Sozialforschung (Institute for Social Research) at Johann Wolfgang Goethe University in Frankfurt, and the practical part was carried out by beramí berufliche Integration (beramí professional integration).

beramí is an educational and consulting institution in Frankfurt am Main with 25 years of experience in the professional integration of people with migrant backgrounds. Since 2005, mentoring projects have been a part of our range of offers. We now offer several mentoring programmes for migrants with various focuses and target groups (highly qualified employees, job returnees, young women). However, all programmes have the same goal of supporting women migrants in shaping their career paths and assisting in professional and social integration.

This was the first time we carried out a mentoring programme to promote political participation for migrants from third countries.

This handbook is based on the experiences of carrying out the model mentoring programme "Working together" in Frankfurt am Main. The guidelines are practice-oriented and describe in detail the individual steps needed to implement the mentoring programme. The experiences of the project partners are described separately in the chapter "country-specific aspects". The annexe contains work materials that have been developed and used for the mentoring programme.

The handbook is aimed at actors in Europe who are active in migration work in general and other institutions working to promote political and social activities of migrants. Our experiences and those of our project partners in the successful implementation of "Working together" should offer these actors ideas that can be reproduced. Although the target group of this project were migrants from third countries, the experiences can also be transferred to other migrant groups. The handbook is also aimed at decision-makers in integration and active citizenship policies. The experiences in "Working together" and the results have shown that mentoring is an effective tool for the promotion of migrants' political participation. It would be desirable for such mentoring programmes to be added to the "repertoire of measures" for integration policy promotion tools.

2.   WHAT IS MENTORING?

The term mentoring can be traced back to Greek mythology, to Odysseus, who handed over the raising of his son Telemachos to his trusted friend Mentor during his absence. Even then, in addition to education, other goals were establishing contacts (to other royal houses) and providing the young man with important information that would later be very helpful in his professional career.

While mentoring projects were already carried out in the USA in the 1980s as a tool for organizational and personnel development, the first mentoring projects in Germany were not established until the 1990s and were used primarily as a tool for assisting women. Even though

mentoring programmes were originally created as a tool for human resource and career development, there are now successful modifications e.g. for young people or migrants. The following citation from Schönfeld and Tschirner (2006) from the Handbook on Mentoring for the German Education Union (GEW) summarizes and describes the key aspects of mentoring.

"At its core, mentoring is "communication and assistance during change processes". It is about sharing experience and knowledge but not excluding the possibility of new experiences, new knowledge, and new insights and securities being continually added during the process. Mentoring is an individualized process tailored to the needs of the person being assisted. In a protected relationship based on personal discussions, personal potentials can be recognized, promoted, and implemented. The central aspect of mentoring is the personal exchange between mentee and mentor" Schönfeld/Tschirner 2006: 3. (German in the original [2]

The main tasks of the mentor are coaching, advice-giving, support (in the sense of motivation), and creating contacts.

The mentors also benefit from their activities in many ways without earning their living that way as a professional coach does. In mentoring, one speaks of a win-win situation for the pair, that is, both sides learn from each other and benefit from their respective roles.

Often, mentors explain their motivation for applying for a mentoring project by their often having been supported by people they would describe as their mentors in their life and professional career – even if they were not necessarily embedded in project structures – and want to pass along these personal experiences and enrichment. New mentors are also often interested in getting to know and start discussions with a mentee from another professional group, another generation, or another nationality.

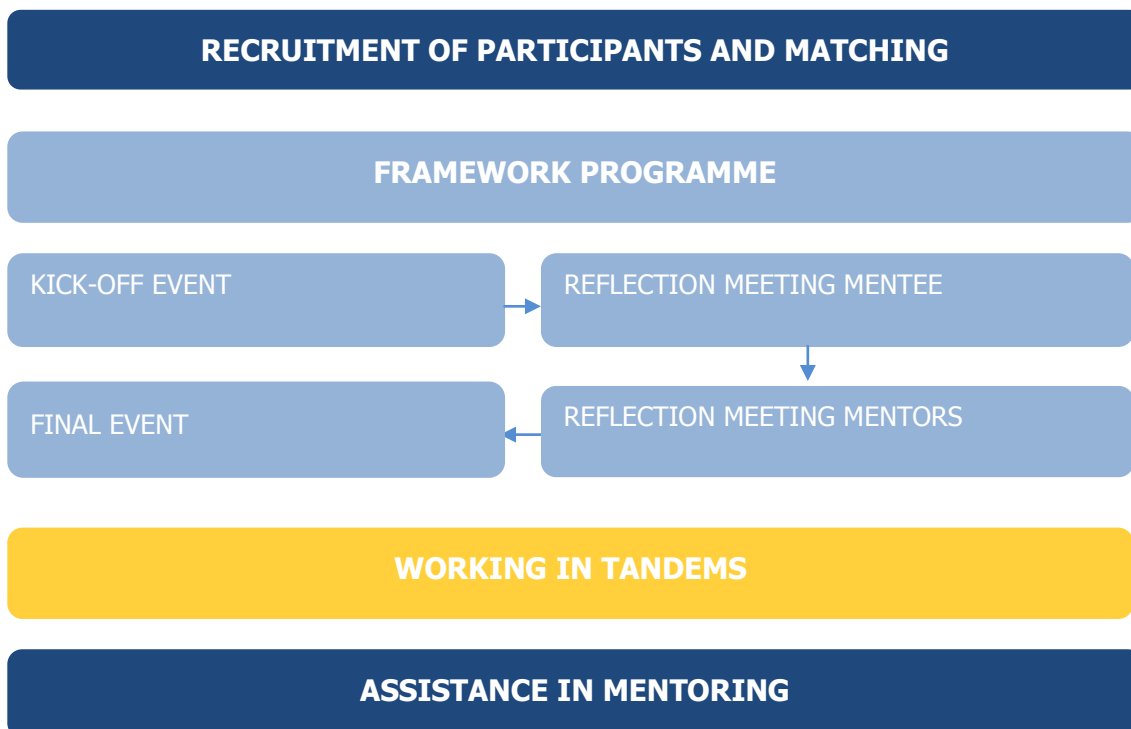## 3.   IMPLEMENTING THE MENTORING PROGRAMME "WORKING TOGETHER"

In the conceptualization phase of a mentoring project, various factors must be taken into consideration in order to ensure successful implementation. Mentoring programmes vary depending on their goals, duration, target groups, topic, and format.

The **length** of the mentoring programme should be carefully considered. In retrospect, the 5-month run time of "Working together" (not including the recruitment phase) was too short. A run time of at least 8-9 months is recommended. Another conceptualization aspect is the **mentoring format**: in addition to one-to-one mentoring between mentor and mentee, there are also group mentoring projects in which one mentor accompanies several mentees. Both formats are possible, although the one-to-one format certainly promotes a stronger mentee-mentor relationship and the mentor can focus more on the mentee's needs. For the "Working

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[2] Schönfeld, Tschirner (2006):GEW-Handbook Mentoring. Part 1 Mentoring - an introduction. http://www.gew.de/Publikationen_Frauenpolitik.html#Section24457. Date:26.02.2015

together" mentoring programme in Frankfurt am Main, we decided on a one-to-one mentoring programme. Another aspect that needs to be considered is the use of human resources, the **clarification of tasks and responsibilities**. In our experience, it is recommended that the mentees and mentors have a permanent contact person who assists the pairs during the mentoring process (see chapter 3.4.). If a mentoring programme is implemented for the first time as a pilot or model project, a more extended preparatory and follow-up phase should be planned.

Many mentoring programmes are similar – regardless of the duration and target group – with respect to their structures and processes. The various work packages take place one after the other or at the same time, as shown in the following graph.

RECRUITMENT OF PARTICIPANTS AND MATCHING

FRAMEWORK PROGRAMME

KICK-OFF EVENT	→	REFLECTION MEETING MENTEE
		↓
FINAL EVENT	←	REFLECTION MEETING MENTORS

WORKING IN TANDEMS

ASSISTANCE IN MENTORING

Graph: Work packages in the mentoring programme

3.1. RECRUITMENT/SELECTION OF PARTICIPANTS AND MATCHING

Since a mentoring programme requires the participants to be responsible for a great deal of their own activity, a critical selection and careful matching of participants is extremely important for the success of the programme. As a general guideline, around 3-5 months should be planned for the recruitment and matching phase. Before recruitment phase, the following questions should be asked:

➔ Which organizations, committees, migrant organizations, unions, associations, etc. should be considered for participant recruitment?

➔ Which target groups should be approached as potential mentees or mentors?

➔ Who could be included to pass on information for publication and recruitment?

➜ Which media should be used for the recruitment procedure?

➜ Which information material are needed for the mentoring programme?

➜ Where could the mentoring project be presented?

3.1.1. RECRUITMENT STRATEGIES

For work in Frankfurt am Main, various paths of contact were successful.

For the area of **political community activity,** the following groups were approached:

➜ Local advisory councils

➜ Municipal councillors

➜ Federal state parliament representatives

➜ Municipal foreigners' representation

➜ Officeholders in parties with differing topic focuses

In the committees, individual members and the committees as a whole were contacted. The goal was to include as many members as possible from all democratic parties.

Since people in politics have very little time, it is of particular importance to make clear what their personal benefits and the expected time expenditure will be. Their weekends and evenings are often filled with political committee meetings, and at first they are reluctant to commit themselves to a programme with additional meetings.

For the area of the **trade union**, the following groups were approached:

➜ Officials from various trade unions, but mostly from ver.di, the multi-service trade union in Germany

➜ Work(s) councils in various companies

Acquiring mentors and mentees from unions is difficult since the unions present themselves as education facilitators and pride themselves on the emancipation and inclusion of employees with migration backgrounds in factories and union structures. Related projects from an "outside organization" could tend to be seen as competition. Individuals might be happy to participate but state that they want to discuss it with supervisors or committees, or they suggest to the person trying to recruit them that they should turn to these people or committees for permission to do their recruitment work. This statement of course does not apply to all people involved in employee representation.

For the area of **parent associations** in schools, the following groups were approached:

➜ Parent associations

➜ Officeholders at various levels of parent associations

Here it is also important to include existing structures. The school management should give its consent and be offered the opportunity to present the project, e.g. at parents' evenings. Of the three areas, this one is the one where participation requirements are lowest. All parents with good knowledge of German can be mentees, all parent representatives of a school class could be mentors and motivate migrant parents to run for office.

For the procedure of recruiting participants, target-group oriented informational materials are essential, such as:

➔ Flyers for potential mentees and mentors that clearly describe the goals of the mentoring programme, the method of working, and the time commitment required of those involved. Ideally, the flyers are available digitally and in print, and it is recommended that the relevant information is written in short and concise text segments.

➔ Contributions in relevant newsletters, network publications, etc.

➔ Press releases

➔ Attractive PowerPoint presentations, modified depending on the target group for a project presentation at events, committee meetings, schools, etc.

At the start of the recruitment period, the flyers should be sent to the relevant institutions and people via e-mail or post. With a break of no more than 2-3 weeks, they can be sent again. Because of the flood of e-mails, in which information is often lost, it is worth contacting potential mentees and mentors via e-mail and/or telephone. If they are interested, they should be invited to a personal meeting in order to discuss the programme in more detail and get to know each other better.

In Frankfurt, the project conference on the subject "How to promote political participations of migrants?" was very helpful for participant recruitment. Here, the research results and the project were presented and it took place well before the mentoring phase started. Numerous actors and people who could pass on the information were invited to the conference, ranging from political committees and parties, parents' representations, and unions to migrants interested in this topic. The first contact with potential participants could be made there. Personal contact is very important for participant recruitment, which is why it is worth presenting the mentoring project in the relevant committees, organizations, associations, etc. in person. Especially for the areas of schools and trade unions, personal discussions (face to face) are absolutely essential in order to reach parents and employees. It is a good idea to give the listeners a chance to ask questions after the presentation, for the project assistants to hand out flyers, and to write down contact information of those interested. Ideally, an appointment for a discussion a few days after the presentation can be agreed upon immediately.

Here it is helpful if there is continuity in the personnel, that is, the person who leads the mentoring programme should also make and maintain contact with the people interested and lead the get-to-know-you discussions. In the following phases, as well, this person should take the lead in order to ensure a continuous flow of information, keep an overview, and establish him- or herself as a trustworthy contact person for the participants. Especially mentees who are not used to being active in public value the presence of a familiar face.

In Frankfurt there were a total of 11 tandems. The highest interest in participation in the mentoring programme was in the political area. Mentors were mostly obtained from political parties such as the Greens, the Social Democratic Party (SPD), the Christian Democratic Union (CDU) and the Left Party, among those mentors were also members of the city council. Despite considerable effort in the recruitment, there were only a tandem for the sector trade unions with a mentor and a mentee of ver.di. Unfortunately, no mentee for the area "parent associations" was found.

> **RECOMMENDATIONS**
>
> ➜ The acquisition phase should not include the summer holiday period or the end of the year, as it is very difficult to make contacts then, especially in schools.
>
> ➜ It is absolutely necessary to ensure that enough time is planned for the acquisition phase in order to select well-suited individuals, make matches, and avoid "makeshift solutions". Especially in the areas of school and employee representation, which have very formal structures, you will need more patience to gain access to the people you need to talk to.
>
> ➜ For each target group (mentor / mentees for the 3 areas mentioned above), an appropriate form of address should be considered that fits the language of the target group and takes into consideration their personal benefits from their involvement in the programme. This applies to both the design of print media as well as talking in person.

3.1.2. GET-TO-KNOW-YOU DISCUSSIONS

Discussions with potential mentors and mentees to get to know each other should take place individually. For people interested whose time is very limited (changing shifts, job + politics + children, etc.), the interviewer should be ready to meet outside of usual working hours.
The recommended time frame is one hour. A guideline for interview questions (see annex) can help not to forget anything and to better concentrate on the discussion. At the end, "at a glance" sheets can be created that include the most important information on the persons as well as their interests and knowledge in the area in which they want to be active. These profiles make it easier to make productive matches.

Mr X is active as a city councillor in the city districts A, B, and C and is particularly passionate about traffic calming and childcare. He is a member of party Y and works in the committees D, E, and F.

Ms Z already has experience with a citizens' initiative for more comprehensive schools and would like to get involved in the area of school policy. She identifies with school Y.

In the initial discussions, it is essential to discuss the time commitment necessary for participation in the mentoring programme. Often, particularly the mentors are also involved in volunteer work in addition to their job. This considerably limits their flexibility for additional appointments.

Get-to-know-you discussions should not end with the project staff member agreeing that the person can participate in the project, but pointing out that a suitable mentoring partner with the right profile needs to be found. Firstly, this is realistic, and, secondly, it offers the possibility of refusing people not suited to the programme without any embarrassment. However, it still happened that a person who was interested in participating in the programme was quite upset when she found out that she couldn't participate in the programme because "no suitable mentee could be found". People can be very sensitive about this!

3.1.3.   MATCHING

As already mentioned, matching mentees and mentors is a key issue to a successful mentoring relationship and process. In general, it should be considered that the optimal conditions for matching and the "ideal" mentee and "ideal" mentor rarely exist. The participants should therefore enter into the encounter with a high degree of openness and curiosity and be ready to create a constructive mentoring relationship. In our experience, there are always many emotions linked to the process of creating a mentoring relationship, including fears, scepticism, or dissatisfaction, and these feelings will remain for a while with the mentor and mentee.

Characteristics of suitable mentors and mentees
- ➡ Openness and respect for people from other cultures
- ➡ Willingness to invest enough time
- ➡ Willingness to develop steps and goals together
- ➡ Willingness to take the programme as a whole seriously and not only focus on the mentoring relationship on its own but also to get involved in a group
- ➡ Access to suitable communication paths (mobile phones and/or e-mail addresses)

For mentors in particular

➜ Willingness to work on a level playing field with the mentees, take their interests seriously, and accept ideas and – in some cases – criticism

➜ take into consideration the mentee's time constraints as far as possible

For mentees in particular

➜ Willingness to work in a continual process of goal identification and achievement

➜ Sufficient German language proficiency

➜ take into consideration the mentor's time constraints as far as possible

In our experience, several criteria must be met for suitable matching, and these will be described below.

In the initial discussion, it should be made clear whether the participants are ready to work with a person of the other sex. Sometimes this is not wanted, as one-to-one meetings is the planned method of mentoring. Similar political ideals of the partners affect the mentoring relationship positively, and they increase mutual respect. It is advisable that the mentor is not (much) younger than the mentee. Experience from other mentoring projects has taught us that this can lead to tension. If the education of the mentor is "worse" than that of the mentee in fact or in perception, this could lead to the mentee having difficulties accepting the mentor.

On the content of the matching, the "at a glance" sheets can be used which can show interests and desires. It is good if the partners live a short distance from each other, but this is not a high priority, as the partners can also meet away from home, for example at work, at meetings, in cafés, libraries, project stores, etc. At least one of the partners should not have too many time limitations so that they can be relatively flexible in terms of the others' constraints (example: working mother with small children matched with politically active retiree).

The matching can take place in the context of a kick-off event for the mentoring programme (see 3.3) or in a three-person discussion with the project staff member, but if the latter is chosen then it would be best to have the meeting on the project organization's premises for a maximum of one hour. If there are difficulties to agree on a date, it may also take place outside of regular working hours and at a place more convenient for the partners.

The partners should introduce themselves in detail in the discussion, and often there are biographical similarities and common starting points. In the discussion both sides should describe what they would like to gain from the project and what they consider important in their mentoring relationship. Often the mentee's interest is very vague at first, as both participants first need to find out in the process what achievable goals could look like. Ideally, the matching encounter ends with the agreement to meet for a first time after contact information has been exchanged. In our mentoring programme we did not use a formal mentoring agreement between mentor and mentee. Looking back, in order to agree on common goals and have a base for the future cooperation this kind of agreement could have been more helpful.

MATCHING CRITERIA

➔ Desires of mentors and mentees
➔ Age
➔ Sex
➔ Time resources
➔ Interests and hobbies
➔ Political ideals
➔ Place of residence

3.2. WORKING IN THE TANDEM RELATIONSHIP

As soon as all mentoring partnerships have been arranged, the tandem (one-to-one) phase begins. Of course it is possible that some individual partnerships start a little later.

In the mentoring phase, the partnerships work on their own initiative and responsibility. That means that the partners decide on their own how often they meet, when and where they meet, and what the content of their work will be. Meetings at least once a month are desirable, and this should be clearly communicated. Both partners have an equally important role in the partnership – the shaping of the mentoring process is not the sole responsibility of the mentor. Only continually adjusting the desires, expectations, and need for support can secure a sustainable relationship. Even during the recruitment and matching phase it should be made clear to the participants that the mentoring relationship is not a teacher-student or supervisor-subordinate relationship.

The project staff member's accompanying role requires a great deal of care to maintain a balance between interference/monitoring on the one hand and ideas/support on the other.

3.2.1. ACTIVITIES IN THE TANDEM PHASE

Although we had first planned it differently, it could make sense to give the mentors ideas for activities in the mentoring process during the matching phase. Some mentors were very creative in discovering interesting, helpful activities for their mentees, but others were not as creative and didn't quite know what they could do together.

The "classic" tandem work means one-to-one meetings between mentor and mentee. In the initial phase, the mentors explain the basis of the respective area in which the mentee wants to be active, existing structures, and conditions for working in that area. In the process of the mentoring, the mentees could at first often only express vague interest ("I want to know what it's like!"), but then they were gradually able to make their interest more concrete and even develop their own small projects.

In the course of the tandem phase, the participants engaged in the following activities:

➔ Mentees's visits of relevant committees in parents' representations, employee union representation and local politics with their mentor

- Mentees took part in the visitors' programme of the Frankfurt municipal representatives' meeting and had the chance to witness a meeting
- A mentor went to the regional capital", with mentees, where they visited a representative of the parliament and attended a parliament session
- Mentors prepared mentees who wanted to run for an office in their active campaign (rhetorically and in terms of content)
- Some mentors advised their mentees to read relevant literature or websites on their topic of interest
- Some mentors supported their mentees in developing their own small projects. Example: Parent survey in a neighbourhood asking parents how satisfied they were with childcare offers - used as a starting point for lobbying work in the city council
- Many mentors invited their mentees to visit events of party-affiliated organizations so that the mentees could get an impression of their environment and get to know important officeholders in a relaxed atmosphere. Example: Christmas party for the social-democratic-oriented AWO (workers' welfare organization), New Year's party of the DGB (Confederation of German Trade Unions)
- One mentor provided access to a free rhetoric seminar for his mentee who needed it for her work in the trade union

These examples of tandem activities should be understood as suggestions that certainly cannot be transferred exactly but could give an idea of what is possible.

RECOMMENDATIONS

For work in the tandem partnership, the following aspects could be helpful:
- Agreement (e.g. tandem contract) between mentee and mentor about how their contact should be maintained: "How do we want to stay in contact? How often do we want to meet? Where do we want to meet?"
- Overview for mentees and mentors with a list of possible activities for the tandem phase
- Compilation of information on the topics of volunteer work in the region

3.2.2.   INFORMAL ELEMENTS IN THE TANDEM PHASE

A small network initiated by the participants is very helpful, for example occasional informal meetings of several mentors and mentees. The participants in our project spent several evenings dining together to talk about their experience in the project as a whole and their work in tandems. These meetings strengthened the commitment to the project even during the weeks in which no official meetings took place. If necessary, the project organization can provide suitable rooms where the participants can set up their own meetings if they cannot or would prefer not to make use of their homes.

In addition, in the course of the project the participants started to include other interested mentees in activities with their mentors so that 2-4 mentees could sometimes benefit from visits or meetings. In these cases, it is always advisable to inform the other mentors to avoid any possible competitive situations. It is also helpful for the commitment to the project and successful learning if the participants use a mailing list, to pass along information of interest to other or all tandems. Example: A party invites the public to a "political salon" on the topic of migration and career. The participants thus stay in contact with each other and use the opportunity for new encounters.

> **REAL LIFE EXAMPLES**
>
> A mentee in the area of politics has long supported migrants who are exploited in illegal employment relationships. From another mentee in the area of trade unions, she found out that the trade union has a counseling office to support these people. In the future, the mentee will work there as an interpreter in order to facilitate the work of this office.

3.3.   FRAMEWORK PROGRAMME

In order to ensure a successful mentoring programme, it is particularly important to accompany the participants in the mentoring process. The core of the mentoring programme is the mentee-mentor relationship. Therefore it is absolutely necessary to introduce the mentees and mentors to their respective roles and give them the opportunity to reflect. In the conceptualization phase it should already be considered what framework programme could be used to support the tandems in their work and development. In addition, events should offer the opportunity to network and get to know each other.

In a mentoring programme, a framework programme with events as shown in the graphic is usually obligatory.
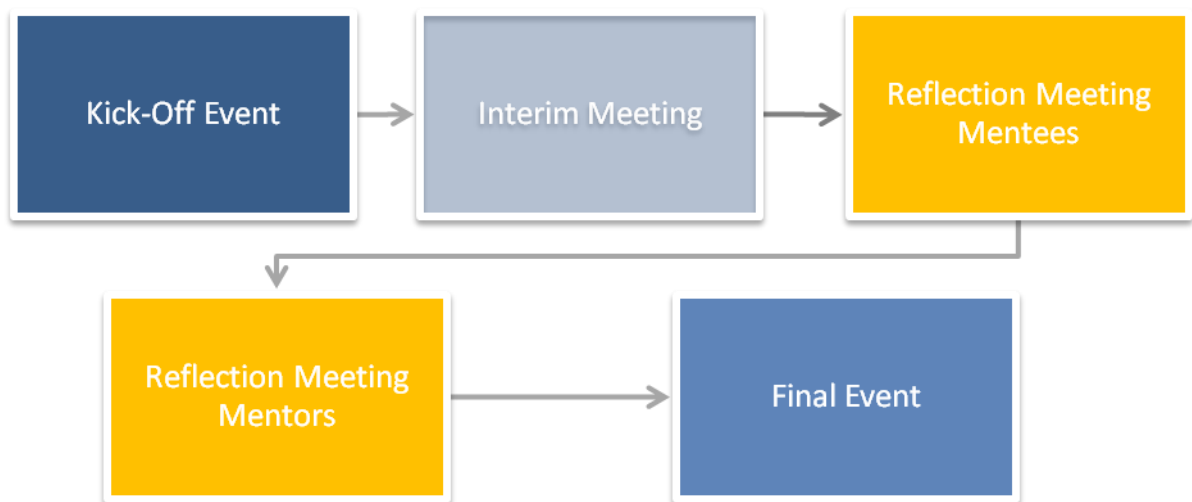
Graphic: Framework programme for mentoring

Holding an interim event should depend on the total duration of the mentoring programme. If the programme lasts 6-8 months, it is not always necessary to meet halfway through, and in this case an evaluation can be integrated into the reflection meeting. You should always remember that the participants in the mentoring programme have limited time resources. Beyond this basic structure, in the course of the mentoring programme additional training sessions on various topics can be offered (see chapter 3.4).

In order to make clear that the events mentioned above are part of the mentoring programme, the participants should be informed of the dates and topics at the beginning of the cooperation – at the latest in the get-to-know-you discussion. The participants should receive a list of dates with clear, understandable descriptions of the contents of the events. Still, it is advisable to invite the participants to each event in advance via e-mail and/or post. Each time the participants are contacted, they should be reminded of the next event. It makes sense to ask for a response to the invitation in order to be able to plan work processes and catering. It will rarely be possible for all participants to participate regularly.

beramí organized the events in its own training rooms that were decorated with a few flowers, drinks, and small snacks. In order to avoid the feeling of a static training, the participants usually sat in an oval and could look for tables to write if necessary. For small group and partner exercises, it was possible to go to offices to work. The Saturday events offered a relaxed and communicative interruption with a light lunch together.

Picture 1 Joint lunch at a training day

3.3.1 KICK-OFF EVENT

The mentoring process begins with the kick-off event. Depending on financial capacity, the kick-off should be festive. This also honours the mentors' and mentees' participation in the programme. Not only do the individual tandems get together during the kick-off –also the whole mentoring group gets to know each other. In addition, the goals and contents of the programme are introduced and both the mentors and mentees are prepared for their roles in the project. Ideally, two people will moderate this event: the person who is responsible for accompanying the mentoring process as well as another colleague with experience in leading groups. The kick-off should take place in a comfortable atmosphere with lunch together so that the participants can get into conversations with each other.

Below is a brief overview of the three most important programme items in the kick-off event for "Working together". You can find a detailed description of the process in the annex.

➜ Introduction to the goals and processes of the project and first introductions to each other

➜ Matching – bringing the tandems together

➜ Two parallel training sessions for the mentee and mentor groups, respectively. In the training sessions, they work on their desires and expectations for the mentoring programme and then present them to the group.

3.3.2. REFLECTION MEETINGS

In the tandem phase it is important to give the mentees and mentors opportunities to reflect. This is the aim of the reflection meetings, organised separately for mentees and mentors. They can be offered in the evening in order to avoid blocking too many Saturdays. The time between 6.30 and 9 p.m. has proven to be good for this purpose. However, this can vary greatly depending on the location and target group. The reflection meetings are usually a valued offer to support mentors and mentees. In an exchange between colleagues about difficulties and success in their tandem relationships, moderated by an expert or the project director, the mentors and mentees give each other support.

The reflection meetings for the mentee and mentor groups, respectively, serve to:

- ➔ Support the mentoring process and the achievement of its goals
- ➔ Support in reflecting on the tandem relationship as well as completed and planned activities
- ➔ Formulate the next steps
- ➔ Encourage discussion within the mentee and mentor groups
- ➔ Encourage positive group dynamics

In the "Working together" programme, due to high demand two reflection meetings for mentees took place. In contrast, the reflection meetings for mentors were not made use of to the same extent. Due to the time constraints of many mentors, unfortunately few of them participated in the meetings. However, a small group also had its advantages, as more time could be given to the concerns of the individual mentors. The focus was on talking about the tandem relationship and reflecting on how they could help their mentees with further ideas for realizing their goals. The project staff member wrote up minutes of the results of each meeting and sent them to all participants. Even those who could not attend were thereby included and could stay in contact with the process. Occasionally, feedback was given via e-mail with interesting ideas for our work that we would not have received without the minutes.

3.3.3.   FINAL EVENT

The mentoring programme's final event was designed to look back and look forward. On the one hand it was for saying goodbye, ending the mentoring process, and evaluating the programme as a whole. On the other hand, it posed the question "What now?".
As many participants as possible should come to this event, and a written invitation is highly recommended – a follow-up phone call can provide additional motivation.
The event should offer the opportunity for mentor and mentee groups to work separately, so two trainers are necessary.
Below we will give a brief overview of the most important programme items of the final event for "Working together":

- ➔ Evaluation by the participants: What have you gained from the project that you will take with you as you go forward? Plans, insights, contacts
- ➔ Reflection about the work in the tandem: What was good/difficult in working with your tandem partner?
- ➔ Critique of the programme: What was good? What was not so good? What was missing?
- ➔ Looking forward: Would you like to continue your tandem work after the programme has finished? What are your mentee's further plans/goals and how can they get support? What do the participants want to do in the network? Additional meetings? Discussing experiences? Mutual exchange of information?

The most important goals are evaluating their experience in order to better design future mentoring programmes on participation, identifying plans for the mentee that are as concrete as possible (possibly together with the mentor), and continuing the network beyond the end of the project.

In the context of the final event, there should be an opportunity for the mentees to thank their mentors for their work. The project staff member might arrange for a small thank-you present and thank all participants, especially, of course, the mentors. A positive ending of the project can motivate the participants to take part in other projects directed towards participation of migrants from third countries or to encourage participation in such programmes amongst people they know.

Picture 2_ Closing Event "Working together" in Frankfurt am Main

This final event also offers a good opportunity to invite the local press or to send a press release. Be careful with providing names and photos / films: Make sure to follow data protection laws and get the permission of the participants if you are planning on publishing material.

3.4   OPTIONAL TRAINING PROGRAMME

A complementary training programme within the mentoring programme is optional, but trainings can be used in a targeted manner to strengthen the competencies of the mentors and mentees and support the entire mentoring process. When selecting the topics for the trainings, the desires of the mentees and mentors can be taken into consideration.
While carrying out "Working together" in Frankfurt, we integrated the training programme into the mentoring programme. Especially for the mentees, the training sessions were used to support them in identifying and achieving goals. Training modules on the topic "presentation and communication" are important and useful for mentees in order to strengthen their communication competencies. Especially in a mentoring programme with the goal of supporting

migrants in becoming active in political areas, the ability to present information to people and express your own opinion is essential. Many of the people interviewed in the research phase said that their insecurity in the German language, especially when speaking in front of groups, was preventing their volunteer work in political areas.

In addition, joint training modules for mentees and mentors are another chance to get to know one another outside of the tandem meetings and promote exchange and network building among all participants in the mentoring programme.

For the trainings, Saturdays are recommended, as most people do not have to work. The time between 10 a.m. and 4 p.m. allows for sufficient time for other obligations. If people with small children participate but do not have childcare on the weekend, the event planner should – if possible – offer childcare so that these people are not excluded. Usually this will affect (single) mothers.

RECOMMENDATIONS

In order to more actively shape the process of goal identification and achievement, the following tips could be helpful:

➔ At the beginning of the mentoring programme, a training session on the topic "Local political structures and possibilities for active participation (for people from third countries)" can be recommended. The mentees can thereby receive all relevant information and might then be able more easily to develop a goal or project for themselves.

➔ During the evaluation, the mentees had the idea of inviting active migrants (politicians, activists, trade unionists, directors of migrant organizations, etc.) to talk about their experience.

➔ About three months after starting the tandem phase, a goals workshop (half-day) can be offered for the mentees. This can support them additionally in making more concrete plans and in planning realistic implementation.

3.5.   ACCOMPANYING THE MENTORING PROCESS

In contrast to often-expressed expectations, mentoring is not a process that runs automatically. It requires continual monitoring and assistance with the tandems. As described above, the person who does this should be the one who was included in the recruitment, discussions, and training sessions from the beginning.

In order to stay in contact with the participants, the project staff member called them about every 4 weeks. She asked about the status of the process and, if they wanted, gave recommendations if there were difficulties. She often made these telephone calls in the evening from home, as the tandem partners often had the necessary time for these calls then. In general: the tandem partners will rarely initiate contact if there is a problem. The participants can most easily "solve" the problem by neglecting the mentoring process, not making any more appointments or, as a worst-case scenario, terminating the tandem relationship. During the training sessions, the project staff member was available during the breaks for a short talk about problems.

The reflection meetings are very important because they offer the opportunity to discuss dissatisfaction, annoyance, or boredom apart from the tandem partner and get ideas for dealing with the situation from the others. In general, the rule is that the tandem partners should try to deal with any problems by themselves first. Only if this does not work should a project staff member get involved.

TASKS

➜ Supporting the participants' networking amongst them or between each other [among members of the group or in tandems?]

➜ Strengthening the participants' motivation and, if necessary, pointing out the necessary compliance

➜ Looking for solutions together with the participants in cases of conflict and disappointment

➜ Giving ideas for the work in the tandem phase

➜ Announcing the events and requesting attendance

➜ Planning and carrying out the kick-off, reflection, and final events.

What surprises and difficulties can arise in the mentoring process?

"I don't know what I should talk about with my mentor! We've met three times and I know enough now."

Mentor and mentee developed ideas together of how to apply what the mentee had learned in her neighbourhood. At the end of the discussion, she had a list of questions for her mentor to put this plan into practice and was motivated to continue contacts.

"We can't find dates that work for both of us!"

For the often very difficult arrangement of dates, it was helpful to advise the partners to offer 2-3 possible dates 10 days in advance – via e-mail was best and with the friendly request to reply soon.

"My mentor explains a thousand things to me and at the end I'm really confused."

In this case the following tip was helpful: the mentee mailed a very specific topic to the mentor a week before the appointment with the request to discuss it at their next meeting. She printed it out and brought it to the meeting and this – similar to a meeting agenda – helped the mentor to be more structured in his explanations.

"My mentee doesn't have any real goals. What am I supposed to do with her?"

This comment was characteristic of many mentoring processes in the area of social participation, as we also heard from other mentoring coordinators in the area of politics. The participants need help in developing concrete goals. The reflection meetings can offer assistance for this. In one case, a mentee who was interested in women's politics was able to benefit from the knowledge and contacts of another politically active woman to whom her mentor introduced her. It makes sense to keep the tandem pair, but bring in additional help from third parties for certain topics, if necessary.

Mentor/Mentee "disappears".

It can happen that a participant does not get in touch for weeks and does not respond to attempts of contacting. Here the staff member should discuss with the "orphaned" person whether he or she wants a new partner. In this case, the project staff member should notify the "missing" person of this decision in a friendly e-mail and create a new tandem.

"He/She was too late again! I'm always in a hurry to be on time!"

This understandable annoyance was expressed by several people. Often it can be helpful if the person who is always waiting politely brings up how he/she finds it disrespectful of his/her time. Often the person coming too late does not think about the fact that the tandem partner also has a full day and put effort into planning the appointment. This can be the case especially with people working in politics.

"I have so many problems right now I just can't fit in the mentoring!"

In the case of a mentee who unexpectedly lost her job, the mentoring process could be saved by her only making phone calls with her mentor for a while, and the mentor gave her ideas for her job search. After several weeks, the mentee was ready to work on the goal of participation again.

The mentor's understanding for the fact that the mentees do not always (yet) have a clear idea of what their goal could be is the key for a successful mentoring process. This is often difficult for people who structure their days to the minute and have often been doing so for decades.

Appealing for an accepting attitude is one of the project staff member's most important jobs. The mentees must also understand that the mentor is not the perfect leader for the path to the selected area. He or she will also have insecurities in the mentoring process and its structure. The mentees must therefore actively and creatively engage in the process. If this is successful, all organizational problems are secondary.

4.   COUNTRY-SPECIFIC ASPECTS

4.1   WORKING TOGETHER IN FLORENCE/ ARCOBALENO

Mentoring programs, in the field of social and educational work and in particular in the work with migrants, have not been applied so far in Italy. Within the Parti GE.MI. project we had the possibility to implement such a programme and gain first experiences.

The implementation of "Working together" in Florence was organised by Associazione Progetto Arcobaleno Onlus . An organisation that has based its mission on the concept of offering assistance to those in need to support them in their journey towards independence and autonomy. The objective is to respond in the most effective way to the needs of others with consideration to both their culture and their abilities. For this reason, the offered assistance is structured on different levels and is targeted to a wide range of immigrants and natives.

In order to better match the implementation of the mentoring program "Working together" for the needs of the participants of the program, content and methodology have been modified. The modification concerns most of the work packages, some more and some less.

RECRUITMENT/SELECTION OF PARTICIPANTS AND MATCHING

Before the start of the mentoring programme, the capacity building training programme for locals and migrants, an activity within the Parti GE.MI. project, were carried out. So the recruitment of potential mentors and mentees successes from the pool of participants of the training programme. The participants were already motivated and familiar with the project approach.

The participants of the training and mentoring programme were recruited from the following areas.

For the area of **political community activity,** the following groups were approached:
➔   Municipality immigration assessorate councilors and forum
➔   political associate
➔   Tuscan region councilor
➔   Prefecture
➔   Researchers on political participation of immigrants
➔   NGO
➔   Immigrants' associations

For the mentoring programme in Florence we decided not to involve directly political parties.

For the area of the **trade union**, the following groups were approached:
➔   Italian`s three main trade unions at the local level (CGIL, CISL, UIL, USB)
➔   Researchers on the topic immigrants' participation in trade unions

For the area of **parent associations** in schools, the following groups were approached:

- → Municipality social services and school offices
- → Immigrants' center for studies
- → Immigrants' forums
- → Cultural mediators in school
- → Ministry of Education (executive of immigrant inclusion sector)
- → School leaders
- → Immigrants, who are participants in school councils
- → Teachers

The **selection of people interested in becoming a mentor** could be based on the following questions:

- → Are you willing to help an immigrant man or woman develop a boot path to political/ trade unions / educational participation?
- → Are you prepared to invest time and effort?
- → Are you a good listener and able to encourage others?
- → Are you interested in challenging and helping someone to reach further?
- → Are you willing to share your personal knowledge and experiences?
- → Can you keep matters confidential?

A mentor can be also defined as an experienced and trusted adviser. A good mentor will want to ensure that the mentee gains confidence and independence as a result of mentoring and is eventually able to go forward independently.

In the **matching of mentees and mentors** we had a different approach. The participants of the mentoring were actively included in the process of matching.

At first the trainers form the capacity building trainings observed the participants in order to gain awareness of what could really meet the needs of potential mentors and mentees. In this regard a participant observation was conducted during the trainings and main characteristics of the participants were noted, in order to better match potential mentees and mentors. Therefore we used a template to document our observations (see "Working materials").

As a second step we organized, at the end of the training programme, a meeting where potential mentees and mentors could meet and interview each other. Our task was to observe the spontaneous interactions and get some ideas of possible matches. In the process of matching our observations and ideas and also the suggestions from the participants on possible combinations, were included

Another important factor in the matching process was of course the personal interests in one of the areas of participations and what topic/issue they would like to deepen. For example: there were potential mentees who have expressed the desire to deepen the discussion of participation through the analysis of language and words that are used within the stereotyped immigration. We decided to match them with potential mentors who are already working on this particular topic: playwrighters and actors.

We informed the participants about our matching process and the relevant criteria's for the matching. After that we conducted a meeting separately for mentees and mentors and discussed with them our proposal for the matching. Finally after both meetings we informed the participants about our matching decisions.

For "Working together" in Florence we decided on **a combination of mentoring formats,** one-on-one mentoring but also group mentoring. At the first meeting of mentees and mentors we invited them not only to work in the tandem pair but also to work in small groups. In fact, many of them came together and decided to carry on a discussion and a shared work. For participants (both mentors and mentees) this aspect was very important because it allowed them to immediately begin to experience the work of cooperation, which will be of paramount importance at the time they will think to fit into larger groups involved in promoting foreigners participation. In fact, knowing how to work in a group is one of the skills needed to Mentees to be able to enter (in the future) positively and actively in new participatory contexts.

WORKING IN THE TANDEM RELATIONSHIP(S)

In the tandem phase mentees and mentors worked in different constellations and group size for example 1 mentor and 2-3 mentees or 2-3 mentors and 3-4 mentees.
For the tandem phase of the mentoring programme, we asked participants to pay special attention to the following aspects.

Activities in the tandem phase

In addition to the tandem meetings and the joint work on objectives based on the needs of the mentee, the mentors and mentees were asked to plan activities. These activities should directly involve the mentees for example, visiting places, access to services, participate in conferences or seminars on the topic, develop your own way of "talk about participation".

Conduct the tandem meetings

To help mentors and mentees to conduct their meetings and allow them to focus on content (without taking excessive time for recording and evaluation of such meetings) we provided a template that participants could fill out. A grid format useful to focus on your own objectives in a short time, but also functionally to the need of readjusting the objectives itself to changing circumstances. Two templates for the monitoring of the meetings: one for the mentors and for the Mentees (see "Working materials").
We invited participants to focus more on the quality of their meetings, rather than quantity: despite the short duration of the mentoring, we have favored the quality of the meetings between mentors and mentees. Approximately each pair or small group of mentors and mentees met by a minimum of 3 times to a maximum of 8 times.

Working on the tandem relationship (s)

A focus in the tandem phase was, to work on the motivation of the mentees and their own resources and limits, in order to clearly identify the level of commitment that he/she is willing to put in the mentoring processes.

The participants created such an interesting and enriching relationship (both mentees and mentors), that they have expressed their willingness to continue in their meetings and especially starting concrete collaboration to advance their paths of active participation.

Products of the tandem phase

We promoted the developing of useful and creative materials to communicate what hinders the participation and what promotes it. Everyone chooses his preferred means of communication and various products were expressed: video interviews about gender stereotypes, audio interviews and photos slideshow on positive participation examples, theater performances on stereotyped images and words, art installations against prejudices.

FRAMEWORK PROGRAMME

In our mentoring programme we focused on activity supporting the mentor and mentee relationships and also the process of goal achievement. We decided to experiment with two different modes of supervision of paths: the first in group and the second individual.

Mode 1

The first meeting had been proposed to all participants together. We decided to experiment with an outdoor activity. The objective was to put the focus back on some fundamental basics of the mentoring process, which are: the ability to work in cooperation, the ability to focus one´s targets by adapting your own needs, the ability to find strategies to achieve goals. We decided to use a sport as a tool: archery as a metaphor of the ability to hit the target/to achieve the goal. Participants in this day have addressed topics performing team in some games with the bow and at the end of the experience, during the de-briefing, had no difficulty in synthesizing the theoretical content of the day. . Participants have played some games in team archery. Each game allowed you to experience one of the topics related to the paths of mentoring. Experiencing the theoretical contents (eg. Problem solving, team building etc.) through the game allowed participants to understand and synthesize them quickly.

Deepening of personal competences through archery

During the activity we focused again on some topics of the capacity building (cb) trainings, because we noticed that some aspects had to be re-emphasize. Above and beyond it was necessary for the mentoring participants to have a guided joint experience in:

➔ Problem solving
➔ Team Building and teamwork
➔ Focusing on achieving goals
➔ Verifying and assessing the achievement of the objectives
➔ Giving and receiving feedback.

The objective to be achieved through the practice of archery was to create a link between the activity and the topics of the CB training (through the metaphor of the shot and the games that are going to play): to promote and encourage teamwork and problem solving; to support the focus on the achievement of personal and team goals; to be able to give constructive feedback.

For the outdoor activity we had some experienced guides, which introduced the participants to the theory and practice of archery and supervised them all day. After the first introduction and everyone was familiar with the bow, the participants had to complete tasks in small groups and each group had to cooperate to reach the game goal.

Games conclusion and de-briefing/reflection in group and individual

After the game followed the group **de-briefing**. We discussed and reflected the following questions in the group:

➔   What positive and negative aspects did you experienced in the teamwork?

➔   How do you achieve your objectives? For example by concentration, tenacity, technique etc.

➔   How do you assess your own objectives and how do you develop them?

➔   How do you give constructive feedback?

At the end we were summarized the discussion and made reference to the mentoring process.

<u>Mode 2</u>

The second meeting of supervision of mentoring paths had been proposed to the participants as an **individual talk**. During this meeting we focused on personal experience and what each of them had learned, experienced and "earned" during the activity.

Closing event

The participants of the mentoring programme have been involved in organisation of the closing event. This event was considered as "the time of the participants". They decided to conduct the event in a kind of "World Café" format. The mentees and mentors invited also stakeholders from to the three areas of participation, in order to expand their networks, to disseminate the results of their mentoring process and show their work/products on the topic participation. Mentees and mentors collaborated therefore on the organization of the content of the evening.

ACCOMPANYING THE MENTORING PROCESS

The accompanying of the mentoring process is a very important task: by supporting mentees and mentors the continuation of the mentoring work can be ensured.
We contacted the participant frequently to find out about the status of the process, there were telephone calls and personal meetings with mentees and mentors. Conversely, we were also asked by the mentees and mentors for support in terms of conflicts. In most cases it was necessary to conduct mediation meetings because of intercultural differences and in one case working with the opposite gender. One of the greatest challenges in implementing "Working together" in Florence was time resources from the participants in general and particularly of some mentees, who also are students. The students were in the same time in the middle of their exams. Another challenge was the lack of competence from some participants to work in groups.

Looking back the implementation of a mentoring programme requires in general more time, more knowledge and enough preparation time for the staff in order to conduct a smooth process. One thing we would like to point out is also a better preparation of the mentors regarding their role.
In conclusions of our experience in conducting the mentoring programme, we can safely say, that mentoring can be a great tool to promote the active participation of immigrants in local politics, trade unions, and parent associations.

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4.2　　　WORKING TOGETHER IN ATHEN/DIOTIMA

MENTORING AND COUNTRY SPECIFIC CONTEXT

Mentoring is based on the unique relationship that can be developed between two individuals for the primary purpose of 'education' by supporting one another in real conditions involving both parties to an end and / or the production of a specific project. Through this professional, but far from typical, relationship: on the one hand, the mentor tries to shape and cultivate principles, values, skills to his/her mentee by using himself or herself as a model along with his/her accumulated knowledge and experience at a specific area or environment. On the other hand, the mentee is characterized by the need of exploring, discovering, learning, and applying new strategies in everyday life, those are elements and aspects that his / her mentor manages to highlight and empower his/her mentee to try them out. In other words, the institution / relationship that is developed between the two parties allows the transmission of knowledge / expertise and experience of an expert in one or more subject areas to a less experienced who is in need of direction, support and transfer of knowledge and experience for his/her own personal and professional development and multilevel adjustment and smooth integration. Mentoring is about human relation, role modelling, inspiration and learning. Good mentoring relationships can be richly rewarding, not only for the person being mentored, but for the mentor too. Mentors can, among other things, provide exceptional learning experiences for their mentees and, in doing so, expand their mentees' awareness, insight and perspective. A key component for effective use of mentoring is the successful and functional matching between mentor and mentee.

Mentoring in Greece has gradually been used during the last decade and more merely for work transition of socially vulnerable groups such as immigrants, youngsters, women and so forth. There are a number of factors that influence and shape the context within which our mentoring programme, focusing on migrants' political participation, has been implemented. These factors namely are:

➜ **Political participation and rights of immigrants i.e. voting rights at Local/Regional elections have been recently abolished and it seems it is not a tangible goal for Greece currently.**

➜ Looking at the sectors of our spectrum (education, local communities and unions) there is lack of active interest and as such of relevant activities that focus on immigrant's empowerment for participation. Even though there are a number of immigration councils in operation the last few years at a lot of municipalities in Greece, the scope of those councils sound to be more related to become an advisory body for the local communities than a decisive one which can really influence policy and decision making at the local level.

➔ Unions in Greece have long history and have included immigrants as members the last few decades, especially those ones that have a vast amount of immigrants working on the particular sector they represent (i.e. cleaning, cooking, delivery and so on). There is a lot of work done on empowering immigrants to become members and be voted as representatives at the union's board but this is not an easy task and needs holistic and well tied strategies so as immigrants elected as union's board members to become a mainstream choice.

➔ Parent associations, as bodies, are considered more as an advisory body by schools and as a means of helping schools' social activities and their strive to open their doors at a community level, than a formal body that can influence schools' decision and policy making. In addition, immigrant parents might be members of parent associations but they seem reluctant and not empowered to become members of the boards so as to have a more decisive and active role on their children's education and well being in school. On the other hand, those parents, mothers in particularly, who are also members of immigrant associations and bodies undertake active role on developing educational and social activities for their children, at school age, within the *security* and *familiarity* of their ethnic specific associations.

➔ There is a relatively long history of the last fifteen years, on using mentoring programmes in Greece but those programmes are related mainly to work transition (i.e for new comers in the labour market, for socially excluded groups such as women, minorities and so on). In addition, those programmes are implemented merely by NGO's and despite their effectiveness on enabling people to make active and useful links with both social and labour integration they haven't become an interactive part of policy priorities at both local and national level. Thus, there is a lack of relevant culture with regards mentoring as a useful and multi-task tool for our target group.

➔ Even though mentoring has not been broadly used as a means of social integration, not to mention of political participation, organisations and social bodies that derive from immigrant communities use mentoring either as an organised activity or in a non-formal manner in order to support new comers to get to know the host country, to prepare paperwork needed or in general to find a new way of living.

➔ CRWI Diotima, as an organisation, has a long history on supporting, educating and empowering women (of both the general population or from other socially vulnerable groups such as immigrants) to stand up for their rights, to shape their voice and develop both their knowledge and skills for equal social, political and economic participation. Nevertheless so far, Diotima had never focused on using mentoring as a means for encouraging political participation but only for active integration of women into the labour market and at work.

IMPLEMENTING THE MENTORING PROGRAMME 'WORKING TOGETHER'

TARGET GROUPS

The factors mentioned above, influenced not the target groups as categories but those bodies and people that were invited to participate in our mentoring programme. Diotima have spend a full three week strategy on well organised dissemination activities via mail lists, short meetings, press release as well as individual communication with key- persons of immigrant communities and formal bodies (related to: local authorities, school bodies, unions as well as to other NGOs working with immigrants) in order to reach people who might be interested to work within mentoring framework. Local authorities seemed to be the less motivated sector but individuals with a key role on social movement and participation at a local level responded positively. Educational sector whilst locating immigrants who were members of parent associations but have also an active role at their immigrant association responded quite positively. In addition people (educators, volunteers) who were directly or in directly involved with immigrant education were quite enthusiastic to participate. Finally, there was an active response from trade unions, especially from people that were involved either as facilitators from the union side or as immigrants who were supported by the unions in the past, to become involved in the mentoring programme.

RECRUITMENT PHASE

Working together with those who were responded positively, an application form (either as a mentor or as a mentee) was filled out, soon after an induction individual interview meeting was completed. Almost forty people, out of 55 who were initially positive, were invited for an interview, twenty of which were people who had completed the capacity building training. The latter points to the need to have developed a longer term preparation plan for the implementation of mentoring scheme. Especially as participants of CB training, through their experience were proved to be more ready to become engaged with mentoring demands as a whole. The acquisition phase, for the organisation, was time and work force consuming and demanding as there was not a pre- existent source of well prepared individuals who could smoothly move to either a mentee or a mentor role for political participation.

In other words, creation of a pool of people willing to act as mentors and/or mentees seems to be a prerequisite given specific national contexts. Therefore future implementation and transferability of know-how presupposes accompanying measures to facilitate candidacy in mentoring projects.

MATCHING

Taking into account the available applicants for participation/ population, the time constrains for the participants (as they are adults with a number of different responsibilities) and the programme flow as well as the project demands, a matching draft was prepared by the two facilitators of the mentoring programme who had a full picture of the candidates (from the CB

training, from the individual interviews, from their application forms). The matching criteria taking into account all the applicants' preferences were mainly: mentor's expertise and mentee's needs, place of residence, availability of time and space. The matching draft has been introduced at the kick of event so as to make any kind of changes according to the will of the participants.

IMPLEMENTATION PHASE

The implementation phase followed the basic axes of mentoring framework as designed by beramí. Nevertheless focusing on the concrete steps of this framework and the particularities of our context, there are a number of key- issues that should be also addressed such as:

- There was a great need for better preparation of the candidates for both roles with regards mentoring. None but two of our candidates had a previous relevant experience. In this sense, specific key- training areas should be introduced in future implementation e.g. via experiential exploration and learning in order:

➜ *for mentors to:*
  - Become more skilled at developing caring mentoring relationships;
  - Learn about the challenges and barriers their mentees face and how to become more sensitive to those challenges and their effect on mentees; and
  - Gain confidence in their ability to make a difference in the lives of their mentees, which will motivate and sustain their enthusiasm for the programme.

➜ *for mentees to:*
  - Form realistic expectations from mentors;
  - Develop basic communication skills (non defensive statements, assertiveness, listening skills);
  - Explore ways to interact with mentors (activities, problems mentors can help with); and
  - Develop problem solving, action planning and conflict resolution skills (what to do when things aren't working out with a mentor).

- There is a need for more available time devoted to the implementation phase of mentoring. Our mentoring programme entered its implementation phase at the beginning of January 2015. The preparation phase lasted about a month and a half (November- December 2014). The tandems had actually around eight weeks to work together. It's a short period of time if one takes into account the demands of both roles as well as the ones of the relationship and their action planning.

- Time availability, is among others, one of the key- criterion of effective mentoring results. The challenge to find a common rhythm for the tandems was of great importance and there was not enough time to postpone or to find a common spare day etc.

KICK OF EVENT

At the kick of event 40 people were invited, those who went through interview and application procedure but only half of them actually came. That fact brought up the need to re- invite those that were not present, all of whom but four had already informed Diotima that they couldn't make it after all. We followed the structure of kick of event (for both meetings) and among other objectives, we had to present to the participants the matching draft so as to form the final tandems at the mid of the meeting. Those pairs that were missing their partner should come over to meet them at another meeting. Finally, we managed to form 10 tandems (one to one relationship) covering all the three sectors and we made only two changes to the initial matching agenda because two of the participants didn't show up because of family and work load, as they mentioned it. A folder with relevant to mentoring material was distributed at these meetings. The **folder** was consisted of <u>two parts</u>: the theoretical one (providing general information about mentoring and its use on different contexts in Greece, as well as a presentation of both roles and relevant expectations), the practical one (structured records in relation to: a. timetable for tandem's co- operation, b. action planning, c. letter of mutual commitment for all three parties involved).

ASPECTS OF TRAINING

It is already mentioned above, the need of training before the mentoring starts. In addition, training modules on specific issues could be available during the implementation phase and should be either obligatory or optional with regards participation regarding issues that may appear during the tandem phase. Because of time constrains, this aspect was not available during our implementation phase.

WORKING ON THE TANDEM PHASE

During the tandem phase, the role of facilitator is crucial especially for those participants that had no previous experience on mentoring or for those tandems that are faced with obstacles such as time, communication, not realistic planning and demands and so on. Tandems, according to our experience, need support and facilitation in order to manage to work together especially at the mid of the tandem phase. At the beginning, the vast majority of the tandems sounded positive, well motivated and enthusiastic. For some of them this was not the case as the time was passing and they had tangibly and realistically to work with specific demands. This is mainly why more than half of the tandems felt more comfortable to become more engaged to the mentoring relationship at a less demanding time table i.e meeting once a month or once every other week depending on the particular objective sometimes sounded to them more realistic and effective to their common planning activities The facilitators were based *their interventions* or help on telephone calls or e mail contact as there was not enough time for face to face meetings. The latter is more suitable for less effective communication styles (i.e. language constrains, not effective tandem relationship etc).

Main Areas of interest included in the action plan of tandems during their working period as were mentioned and put in hierarchical order:

➔ Social security issues

➔ Job search

➔ Greek language lessons

➔ Resident permit

➔ Access to public and local authorities

➔ Access to politically sensitive communities

➔ Further education

The experience gathered from both the facilitators as well as the tandems during their work highlighted main areas that either facilitated or strained the co-operation.

Those namely were:

a. Facilitating Factors during tandem period

Matching of tandem

Positive/helpful/active communication

Mutual engagement

Positive response by all parties involved

b. Difficulties during tandem period

Lack of time from both sides but more stressed from mentors' side

Pre- existent bureaucracy

Time and objective management

Short tandem period

Better preparation/training for their role but being stressed more by mentors.

CLOSING EVENT- EVALUATION

For the closing event we also followed the proposed structure of beramí (i.e questionnaires for each mentor/mentee) as well as we have invited participants to think in the long run and their possible engagement/involvement on future similar activities as well as on continuing their tandem co- operation for the near future as this was a key point that was revealed during the evaluation. All the tandems but two expressed their willingness to continue their co-operation in future. Half of them felt that the tandem experience smoothly guided them to new friendships and meaningful relationships.

More over, Mentors felt that they had gained: Experience, Co-operation, Learning, Help/understanding, Personal & Professional Development and Development of mentoring skills. Mentees, in turn, felt that they had gained: Broader and accurate Information, Accessibility to public services and organisations, Mutual understanding/support, Networking, Awareness and Realistic plans.

MENTORING AS AN EFFECTIVE INSTRUMENT TO EMPOWER MIGRANT'S POLITICAL PARTICIPATION: RECOMMENDATIONS

According to the experience of all parties involved into mentoring programme 'Working Together', mentoring seems to provide a secure and facilitative framework in order for migrants to develop their survival and integration skills as well as to strengthen their self identity and their ties with local communities in the host country.

With regards mentoring as a tool for the empowerment of the political participation of migrants the following key issues are pointed out:

- creation of a "pool" of candidates willing to get involved either as mentors or mentees seems to be a prerequisite given specific national contexts. Therefore future implementation and transferability of know-how presupposes accompanying measures to facilitate candidacy in mentoring projects
- further development and spread mentoring as a means of empowering political participation of migrants whilst critically reflecting on *gate-opening* versus *gate-keeping* policies and interventions
- Outreaching work and creation of partnerships with migrant associations at local level so as to include mentoring on their empowering activities

Nevertheless, one has to consider that political participation of migrants is not merely relying on migrants' personal skills and/or on local communities' willingness and engagement to encapsulate migrants in their mainstream life. Political Participation is (kept?) limited because of structural and tangible obstacles existing in Greece which reflect both explicit and implicit ideologies and practices as part of the wider prevailing policies on migration, human rights and as such human capital (or the dehumanization of capital).

4.3   WORKING TOGETHER IN BARCELONA/SURT

In Spain, mentoring is still a very uncommon and unknown methodology. In Catalonia, some mentoring programmes are currently organised by a handful of organisations, all aimed at the target group of children and young people at risk of social exclusion, with the purpose of promoting their educational, occupational and social integration. These projects are connected through the Social Mentoring Network (http://mentoriasocial.org). Other mentoring projects are targeted specifically to women in the workplace, especially to promote entrepreneurship and facilitating access to executive job positions.

But all these projects are still not widely known by the whole population and civil society organisations. This lack of awareness about this methodology posed some difficulties to the organisation of the Parti-Ge.Mi. mentoring programme.

However, "natural mentoring" does exist among migrant communities and migrant women's networks. This everyday informal experience made it easier to communicate the concept behind the programme.

Additionally, even though no mentoring schemes are available in the area of participation, the usefulness of this methodology at this level, as a way to expand networking informally, was readily understood both by the stakeholders and migrants.

IMPLEMENTING THE MENTORING PROGRAMME "WORKING TOGETHER"

Given the lack of awareness about mentoring in Spain, the general methodology required some adaptation:

➔   A reduced duration of the programme, from the proposed 8-9 months to 5. This was mainly due to the general lack of time (of mentors and mentees), as well as the burnout of some of them due to work overload. Ideally, the programme should last longer and integrate training, but in our pilot experience the priority was to ensure the continuity of the participants throughout the process and make the programme feasible for everyone.

➔   The mentoring format was also adapted. One-to-one tandems were preferred, but also some group mentoring was carried out, especially groups formed by one mentor and two mentees. This was essential to match the potential mentees' interests with the available mentors.

➔   Informal procedures and spaces were preferred, within an organised framework. This was necessary due to the newness of this methodology in Spain, and the adaptation to the individual situations of migrants. This implied replacing the kick-off event with an informal lunch, and starting the tandems with a meeting of the coordinator with each pair. It also implied avoiding paperwork and formal applications and questionnaires, and replacing documents with face-to-face and phone chat and feedback.

➔ Connecting the face-to-face group meetings of mentoring participants (kick-off, reflection, closing) to other events, to avoid saturating participants' agendas.

RECRUITMENT/SELECTION OF PARTICIPANTS AND MATCHING

The success of the recruitment phase relied on contacts established previously throughout the project: research fieldwork, consultation meetings and training workshops, as well as ongoing dissemination of project activities. This enduring relationship was essential to maintain their interest and involvement: the project aims and activities were not new to them. As previous personal contact had already been established, some of the contacts at this phase were carried out via phone and e-mail.

Recruitment was directed to both mentors and mentees, with a selective approach. As the general time framework was limited, and extensive knowledge and contacts of people and organisations had previously been established, the coordination team pre-selected and addressed potential participants having matching pairs in mind.

Matching was mainly based on the interests of the mentees (especially the field where they would like to participate) and availability of time.

The organisations whose members finally participated as mentors were:

- **Political parties**. Focus was on the recently created political parties, which have made party affiliation easier to reach by citizens, including migrants:
  Podem L'Hospitalet;
  Barcelona en Comú.
- **Civil society associations**, with a focus on those with a gender perspective:
  Associació Mujeres Pa'lante;
  Xarxa de Migració, Gènere i Desenvolupament;
  Associació Llatins per Catalunya;
  Associació Catalana per a la Integració d'Homosexuals, Bisexuals i Transsexuals Immigrants;
  Intercultural project in Badalona (Barcelona) of the Surt Foundation.
- **Trade unions:**
  Associació d'Ajuda Mútua d'Immigrants a Catalunya (AMIC-UGT).
- **Parents' associations:** focus was on a school with high diversity among students
  Associació de Mares i Pares de l'Escola Ramon Lull.

WORKING IN THE TANDEM RELATIONSHIP

To make tandem relationships fully work, the coordination team ensured flexibility and an ongoing adaptation of the programme to the situation of each participant and tandem, taking into account their schedules and needs, the preferred communication channels (face-to-face,

phone, e-mail, phone messages) and the specific dynamics of each mentoring pair (degree of personal relationship, pace of activities, etc.).

In general terms, pairs and groups met once a week or every 10 days, and all pairs/groups met at least 10 times.

The mentoring pair sessions were preferably connected to pre-scheduled events and meetings. This was used to facilitate integration into the busy agendas of mentors and to increase the involvement of the mentees in mentors' current activities, and networking. In general, we suggested to our mentors and mentees to meet up a little earlier (or stay after the end) of the meeting they decided to attend together.

ACCOMPANYING THE MENTORING PROCESS

The high interest of both mentors and mentees made the accompaniment to the mentoring process smooth.

The main difficulties were:
➔ Combining the agendas of mentors and mentees. Working times, training times and care responsibilities made it difficult to coordinate schedules.
➔ Overcoming the unexpected changes, such as health problems, new working hours or unexpected travels to the home countries.

Elements promoting the success of the project were:
➔ The current interesting moment of participation in Spain, with a reinvigorated political action which emphasises active citizenship of all, marks a good timing for this kind of projects.
➔ The development of the core of the mentoring project in January, February and March allowed also to integrate gender issues at the centre of the programme, as many organisations were preparing activities for the International Women's Day on March 8th.

Our pilot experience, however small, was highly positive. Further testing and evaluation, towards the improvement of the methodology and the development of adapted materials, would surely result in a finely-tuned programme.

The results show that mentoring is an effective instrument to promotion migrant´s political participation, which integrates easily into the mind set of organisations and those interested in increasing participation.

Personal support between individuals acts as a bridge towards the integration of migrants into the collective sphere. From a gender perspective, mentoring, as a methodology, becomes a new form of embodiment of the feminist slogan "the personal is political".

5. CONCLUSION

There are different forms of political participations and these can be represented in various social areas and at different levels. It starts with raising awareness of the possibilities of where and how to participate in one´s environment. Within "Working together" the mentees developed with the support of their mentors different kind of "projects" in order to participate. Some of them already started with the implementation of their project during the programme. Others developed a more concrete idea of what kind of participations they wanted to focus on, at the end of the mentoring.

Following is a listing of selected projects and intentions:

➔ Standing for election as a member of a council district

➔ Standing for election as a member of parents associations

➔ Founding of an association to offer language courses for Nigerian children

➔ Commitment to improve road safety for children in the neighbourhood

➔ Providing support as an interpreter in a counselling office for migrants who are exploited in illegal employment relationships.

➔ Providing support as an interpreter in a counselling office for refugees

➔ As newly elected chairwoman of the migration committee at a trade union including more minorities in the committees.

The positive experiences in the implementation of the model-like mentoring programme in the different cities have shown that mentoring is a resourceful tool to promote the political participation of migrants in general and especially migrants from third countries.

However, modifications of the methodology of the mentoring programme are necessary in order to adapt to the regional circumstances (level of awareness of mentoring, barriers of political participation of migrants, institutional conditions of trade unions, local authorities and parent associations) and also conditions of the implementing organisations (access to the targeted intuitions for potential mentors and migrants).

All involved parties have experienced different but also common challenges in implementing "Working together".

RELEVANT MODIFICATIONS OF MENTORING METHODOLOGY

➔ An important aspect in the implementation is the duration of the mentoring. As all involved parties, reported time is significant for a successfully implementation. In particular when a mentoring programme is to be realised for the first time.

➔ Another point that shall not be underestimated is a good preparation of mentors in their role and tasks.

➔ Beneficial is also a steady support of the mentees in developing individual objectives and activities.

➔   Team Building activities of the mentoring group including mentors and mentees could be a good contribution in order to consolidate the relationships between the tandem but also within the group.

MENTORING AS A TOOL FOR PROMOTING AND EMPOWERING THE POLITICAL PARTICIPATION OF MIGRANTS

With the mentoring approach, some of the obstacles of political participation from migrants can be overcome. Within the mentoring process the mentees gained access to formal and informal information, access to relevant networks and the necessary support to realize individual objectives of participations. The good results of mentoring are often based on a personal relationship between mentors and mentees, many of the participants of the mentoring programme want to continue their cooperation.

The mentoring experience supports also a change of perspective of those involved. Many mentees give a feedback, that taking part in the programme strengthens their feeling of being a part of the host society and a deeper understanding of democracy. The involved mentors gained often a deeper awareness of the potential of migrants and their contributions for the society but also of the obstacles due to a personal involvement. Many mentors reported that they want to raise the awareness of the obstacles of participations for migrants within their organizations and share their positive experiences from taking part in the mentoring programme. This approach enables possibilities for a change to more openness towards migrants within organizations and political structures.

A sustainable promotion of the political participation of migrants requires different approaches and a range of measures according to different target groups and organizations. Regarding the experiences of all involved parties, mentoring should be considered as an effective tool and to be added to the "repertoire of measures" for integration policy promotion tools.

ANNEXES

WORKING MATERIALS

I. Recruitment/selection of participants and matching
    a. Template questionnaire for mentees
    b. Template questionnaire for mentors

II. Working in the tandem relationship
    c. One Minute objective –A tool to implement and document one`s objectives
    d. Templates for monitoring and documentation of mentor and mentee meetings

III. Framework programme
    e. Kick-off Programme
    f. Guideline for the procedure of the reflection meeting for the mentees
    g. Guideline for the procedure of the reflection meeting for the mentors
    h. Closing event Programme
    i. Evaluation sheet –Mentees
    j. Evaluation sheet –Mentors

IV. Accompanying the Mentoring Process
    k. Guideline for a conflict resolution meeting

I. RECRUITMENT/SELECTION OF PARTICIPANTS AND MATCHING

a. Template questionnaire for mentees

1. Name, first name, titel	
2. Date of birth	
3. Country of origin	

4. Address (private)	
Street, house number	
Postal code, city	
Telephone	
Fax	
E-mail	

5. Address (occupational)	
Enterprise/ firm/ organisation	
Street, house number	
Postal Code, city	
Telephone	
Fax	
E-mail	

6. What is/ was your occupation?	employed ☐ self-employed ☐ retired ☐ other ☐
7. In which field do you want to get involved?	political boards and organisations ☐ trade unions ☐ parents association in schools ☐

8. Are you already involved voluntarily? In which field? Since when?

9. What is your motivation to take part into the mentoring programme? Do you already have a concrete target?

10. Do you already have an idea on how your mentor could give you concrete support?

11. What kind of wishes and expectations do you have towards your mentor?

13. How much time would you spend on the mentoring project per month?

14. What kind of wishes or suggestions do you have for the project to be successful?

15. How did you come to know about the project?

b.   Template questionnaire for mentors

1. Name, first name, titel	
2. Date of birth	
3. Country of origin	

4. Address (private)	
Street, house number	
Postal code, city	
Telephone	
Fax	
E-mail	

5. Address (occupational)	
Enterprise/ firm/ organisation	
Street, street number	
Postal code, city	
Telephone	
Fax	
E-mail	
6. What is/ was your occupation?	employed ☐ self-employed ☐ retired ☐ other ☐

7. In which field do you want to get involved?	political boards and organisations ☐ labour unions ☐ parents association in schools ☐
8. In which way are you involved in your field? **Since when?**	voluntarily ☐ occupationally ☐

9. What are your interests in this project?

10. Do you already have an idea on how you can create your commitment within the mentoring project?

11. What would be the concrete support you could offer to your mentee?

12. What kind of wishes and expectations do you have towards your mentee?

13. How much time would you spend on your mentee and the mentoring project per month?
14. What kind of wishes or suggestions do you have for the project to be successful?
15. How did you come to know about the project?

II. WORKING IN THE TANDEM RELATIONSHIP

One Minute Objective – An instrument to implement and document one`s objectives
Templates for monitoring and documentation of mentor and mentee meetings

c. One Minute objective – An instrument to implement and document one`s objectives

For the tandem phase, the mentees and mentors were asked to pay special attention to the following aspects:

✓ In addition to the meet each other and plan their paths based on the needs of the mentee, directly involve him/her in some activities of participation: for example, visiting places, access to services, participate in conferences or seminars on the topic, develop your own way of "talk about participation".

✓ To help mentors and mentees to conduct their meetings and allow them to focus on content without taking excessive time for recording and evaluation of such meetings.

Therefore we developed the following documentation templates.
The documentation tool is useful to focus on objectives in a short time, but also functional for the need to adjust to changing circumstances.

How to use the "One Minute Objective" tool

✓ agree on the objectives to be achieved

✓ identify behavior fit for purpose

✓ describe each objective on a single sheet of paper using less than 250 words

✓ read and read again each objective

✓ find a minute a day to review your progress

✓ see if your behavior is likely to reach your objective or not

OBJECTIVE	
Date	
Description of the objective:	
ACTIONS – **Behavior to be implemented**	
What remains to be done?	**Date**_____
Changes and adjustments	
Time/period	

d. Templates for monitoring and documentation of mentor and mentee meetings

Template MEETINGS DIARY – MENTOR

Area of interest	
Mentor	
Mentee	
Meeting date:	
N° of meeting:	

Contents of the meeting	
(topics and used methodologies)	

One Minute Objective	
ACTIONS – **Behavior to be implemented**	
What remains to be done?	
Changes and adjustments	
Time/period	

OBSERVATIONS AND PERSONAL CONSIDERATIONS OF MENTOR	
I felt comfortable / I did not feel at ease And why	
I praised	
And that made me feel	
The mentee reacted	
I scolded	
And that made me feel	
The mentee reacted	
Observations on the style of the mentee	
Overall impression of mentor	

Template MEETINGS DIARY - MENTEE

Area of interest	
Mentor	
Mentee	
Meeting date:	
N° of meeting:	

| Contents of the meeting	
(topics covered)	
One Minute Objective	
Actions – **What behaviors should I put in place to achieve my objectives?**	
In what timeframe?	
Did I achieved my objectives I set myself during the last meeting?	
What changes and adjustments could I do?	
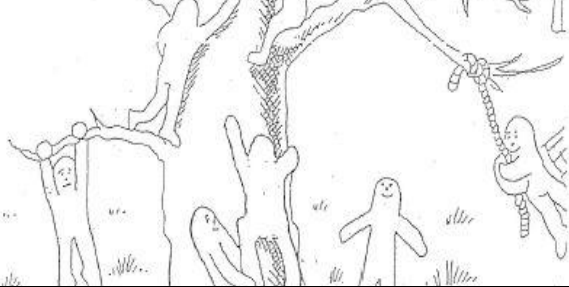
	CONSIDERATIONS OF MENTEE
	After the today meeting I feel …..
	Why……
	On the eve of the next meeting I would like to feel…….
	And that means that….I will have…..
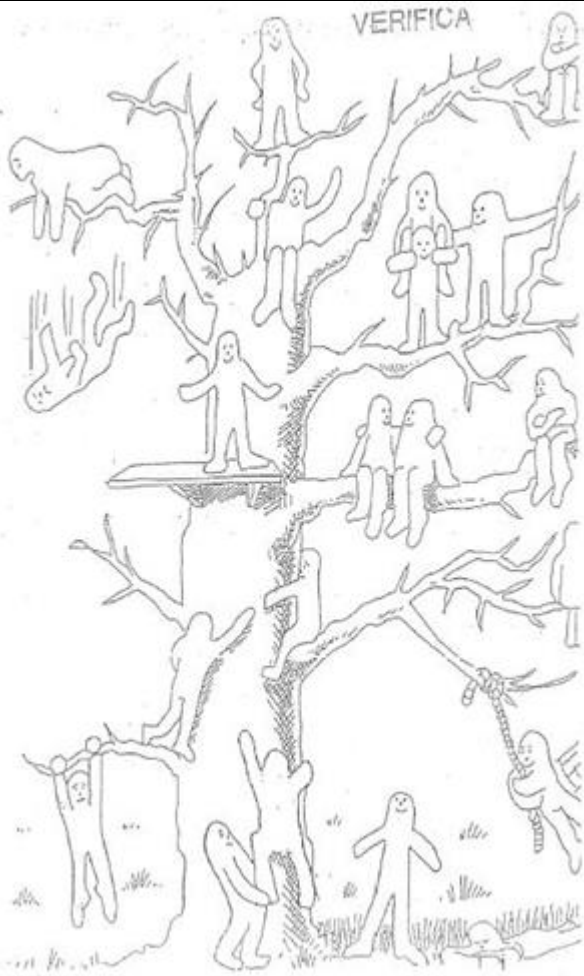
III. FRAMEWORK PROGRAMME

e.   Kick-off event - Programme

10:00 – 10:30	Welcome - Presentation of the agenda, - Presentation of the project Parti GE.MI. - Presentation of the mentoring programme "Working together"
10:30 -12:40	Matching of tandems (mentee and mentor) *Tandem partners interview each other and afterwards introduce themselves in the plenary.*
12:40 -13:30	Lunch
13:30-14:00	Presentation of the upcoming trainings by the leading trainer
14:00– 15:30	Working groups I *Mentors and mentees work in separate groups with predetermined questions to clarify their roles and expectations in the upcoming mentoring process.*
14:45-15:00	Coffee break
15:00-15:30	Working groups II *Each group presents the results of the working groups in plenary followed by a joint discussion.- Discussion in plenary*
14:45 – 15:30	Summary of the day, feedback

f. Guideline for the procedure of the reflection meeting for the mentees

The reflection meeting has the following targets:

✓ Support for the mentees concerning the mentoring process and their objectives

✓ Support for the mentees concerning the reflection on the tandem relation, realized and planned activities, formulation of next steps

✓ Encouragement for the exchange between the mentees as well as for a positive group dynamics

✓ Information for the tutor on the development of the several mentees, the tandems and on the general mentoring process

The agenda for the meeting is very tight. The timings for the several phases of the meeting are a recommendation and can be variegated, depending on the group size, focus and time resources.

	Annotations	**Targets**
1) Introduction (20 minutes)	- Address of welcome - Opening question for the mentees: "What do I want to gain from this meeting tonight?" - Introduction of the procedure of the reflection meeting	Clarification of the expectations of the mentees towards the reflection meeting. Introduction of the procedure and referring to the expectations of the mentees (This expectation will be a topic today/ We won't go into detail on this expectation today)
2) Warming-up (10 minutes)	**Exercise sociogram** The mentees assign themselves on a scale with the initial point "start" and the endpoint "objective". Every mentee will then be asked: I am standing here because…"	This introductory exercise should enable the mentees to position themselves regarding their personal target achievement in the mentoring up to now. This gives the tutor a good overview on the position of the several mentees as well as on the group as a whole.

| 3) Reflection and exchange on the mentoring process (60 -70 minutes) | **Individual work** The mentees should make notes on cards referring to the following topics:
 - tandem relation
 • realized activities
 • achievements and results

 They have 10 minutes time for this exercise, afterward they will present their notes/cards to the plenum.

 Presentation in the plenum Before presenting to the plenum, the basic rules of feedback (see below) will be discussed with the participants.

 - Every mentee presents her cards (experiences).
 - After every single presentation of a mentee the group will give a feedback, the tutor moderates.
 Questions to the group:
 • Are there comprehension questions?
 • What did you have in mind while listening?
 • Are there impulses, ideas, concrete suggestions of the group?

 This question should only be asked when the presenting mentee wishes to
 - Finally the presenting mentee will be asked if the feedback of the group was helpful to her.

 The tutor notes down the impulses of the group on a flip chart. | With this exercise the mentees reflect the mentoring process and can receive feedback and impulses of the group. |
| 4) Feedback on the organizational realization (30 minutes) | In the plenum the participating mentees give feedback on the scope of the mentoring program:
 • Attendance of the tutor
 • Communication between the tutor and the group of mentees | This exercise should ask for the satisfaction (What is good/average/missing?) of the mentees concerning the realization of the mentoring program and should clarify |

	• Group dynamics within the group of mentees • Timing of the workshop • Room and catering • What's missing? As a conclusion the tutor sums up the feedback.	any doubts or upcoming questions. Since an event for taking stock is missing due to the short period of time of the mentoring program, it is important to ask for an "interim report" at this meeting to eventually make modifications.

5) Steps and target planning
(60 -70 minutes)
	With this exercise the mentees should formulate further steps/activities to follow till the end of the mentoring.
	The mentees should note down their thoughts/considerations on cards.
	Question: „What do I want to achieve till the end of the mentoring?
	    • What's my commitment for that?
	    • What do I need from the mentor?
	    • What do I need from beramí?
	    • What do I need from the group?
	
	The mentees have 10 minutes time for this exercise, afterward they will present their thoughts to the group.
	The group and the tutor can give feedback regarding the realizability and/or further helpful tips.
		This exercise should support the mentees in formulating further helpful steps for their target achievement. It is important to point out that the next steps should be realistic and concrete and which kind of support will be needed for the realization.

6) Closure (5-10 minutes)	The closure of the meeting ends with the following final question: "What's the most important thing I gained/learned for the upcoming last weeks?" The mentees should answer this question short and terse.	

Useful suggestions about giving effective feedback

1. **Clarity** -- Be clear about what you want to say.

2. **Emphasize the positive** – presume positive intent and acknowledge strengths that the person can build from.

3. **Be specific** -- Avoid general comments and clarify pronouns such as "it," "that," "they".

4. **Focus on behaviour** rather than the person- identify the behaviour in question.

5. **Refer to behaviour that can be changed-** you may even wish to suggest strategies.

6. **Be descriptive** rather than evaluative- what is observable.

7. **Own the feedback** -- Use 'I' statements. "I have noticed that …….. when ………."

8. **Avoid generalisations** – Avoid terms like "all," "never," "always".

9. **Be careful with advice** -- People rarely struggle with an issue because of the lack of some specific piece of information; often, the best help is helping the person to come to a better understanding of their issue, how it developed, and how they can identify actions to address the issue more effectively.

g. Guideline for the procedure of the reflection meeting for the mentors

The reflection meeting has the following targets:

✓ Support for the mentors concerning their role

✓ Support for the mentors concerning the reflection on the tandem relation, realized and planned activities, development of ideas

✓ Encouragement for the exchange between the mentors as well as for positive group dynamics

✓ Information for the tutor on the development of the several tandems and on the general mentoring process

The agenda for the meeting is very tight. The timings for the several phases of the meeting are a recommendation and can be variegated, depending on the group size, focus and time resources.

	Annotations	**Targets**
1) Introduction (20 minutes)	- Introduction - Opening question for the mentors: "What do I want to gain from this meeting tonight?" - Introduction of the procedure of the reflection meeting	Clarification of the expectations of the mentors towards the reflection meeting. Introduction of the procedure and referring to the expectations of the mentors (This expectation will be a topic today/ We won't go into detail on this expectation today)
2) Warming-up (10 minutes)	**Exercise sociogram** The mentors assign themselves on a scale that shows the satisfaction with the mentoring process. On the scale, 1 is the lowest value and 10 the highest value. Every mentor should then answer the question "I am standing here because…"	This introductory exercise should enable the mentors to position themselves regarding their personal satisfaction with the mentoring up to now. This gives the tutor a good overview on the position of the several mentors and tandems as well as on the group as a whole.

3) Reflection and exchange on the mentoring process (60 -70 minutes)	**Individual work** The mentors should make notes on cards referring to the following topics: • Tandem relation • Opportunities for support • Realized/planned activities • Previous achievements and results They have 10 minutes time for this exercise, afterward they will present their notes/cards to the plenum. **Presentation in the plenum** Before presenting to the plenum, the basic rules of feedback (see below) will be discussed with the participants. In case the mentors are familiar with those rules, explaining them wont be necessary. - Every mentor presents his/her cards (results to the exercise). - After every single presentation of a mentor the group will give a feedback, the tutor moderates. Questions to the group: • Are there comprehension questions? • What did you have in mind while listening? • Are there impulses, ideas, concrete suggestions of the group? This question should only be asked when the presenting mentor wishes to • Finally the presenting mentor will be asked if the feedback of the group was helpful to him/her. The tutor notes down the impulses of the group on a flip chart.	With this exercise the mentors reflect the mentoring process and can receive feedback and impulses of the group.
4) Feedback on the organizational	In the plenum the participating mentors give feedback on the scope of the	This exercise should ask for the satisfaction (What is

realization (30 minutes)	mentoring program: • Attendance of the tutor • Communication between the tutor and the group of mentors • Timing of the workshop • Room and catering • What's missing? As a conclusion the tutor sums up the feedback.	good/average/missing?) of the mentors concerning the realization of the mentoring program and should clarify any doubts or upcoming questions. Since an event for taking stock is missing due to the short period of time of the mentoring program, it is important to ask for an "interim report" at this meeting to eventually make modifications.
5) Steps and target planning (60 -70 minutes)	With this exercise the mentors should formulate further steps/activities to follow till the end of the mentoring. The mentors should note down their thoughts/considerations on cards. Question: "How do I want to support my mentee until the end of the mentoring?" • What's my commitment for that? • What do I need from beramí? • What do I need from the group? The mentors have 10 minutes time for this exercise, afterward they will present their thoughts to the group. The group and the tutor can give feedback regarding the realizability and/or further helpful tips.	This exercise should help the mentors thinking about the further support for their mentees.
6) Closure (5-10 minutes)	The closure of the meeting ends with the following final question: "What's the most important thing I gained/learned for the upcoming last weeks?" The mentors should answer this question short and terse.	

Useful suggestions about giving effective feedback

1. **Clarity** -- Be clear about what you want to say.

2. **Emphasize the positive** – presume positive intent and acknowledge strengths that the person can build from.

3. **Be specific** -- Avoid general comments and clarify pronouns such as "it," "that," "they".

4. **Focus on behaviour** rather than the person- identify the behaviour in question.

5. **Refer to behaviour that can be changed-** you may even wish to suggest strategies.

6. **Be descriptive** rather than evaluative- what is observable.

7. **Own the feedback** -- Use 'I' statements. "I have noticed that …….. when ………."

8. **Avoid generalisations** – Avoid terms like "all," "never," "always".

9. **Be careful with advice** -- People rarely struggle with an issue because of the lack of some specific piece of information; often, the best help is helping the person to come to a better understanding of their issue, how it developed, and how they can identify actions to address the issue more effectively.

h.   Final event - Programme

10:00 – 10:30	Welcome, presentation of the agenda and opening round
10:30 -10:45	Short presentation of the activities and outcomes of the mentoring process
10:45 – 11:15	Working groups *Mentors and mentees evaluate separately the mentoring process based on defined questions*
11:15 -11:30	Coffee break
11:30-12:15	Presentation and discussion in plenary *Each group presents their working results and subsequently the results will be discussed together*.
12:15-13:15	Lunch together
13:15-13:45	*Mentees present their ideas/plans concerning next activities in participation*
13:45 – 14:30	Discussion on possible further activities a) of the tandem b) as a group c) mentors who wish so are offered suggestions for further activities in support for migrants
14:30-14:45	Coffee break
14:45 – 15:30	Filling out the evaluation form Official farewell and handover of participation certificate

i.   Evaluation sheet - Mentees

Since the mentoring programme is going to end today, I would like to ask you to answer the questions in our questionnaire. With your answers you support us in further developing the mentoring. Of course your answers will be kept in confidence.

Overall impression
1. .Did you enjoy taking part in the mentoring programme ? absolutely agree ☐   agree ☐   unsure ☐   don't agree ☐   absolutely don`t agree ☐
2. Did you reach your targets/intentions in the mentoring programme? absolutely agree ☐   agree ☐   unsure ☐   don't agree ☐   absolutely don`t agree ☐
3. Do you have the impression that the mentoring programme is an effective tool to increase the social participation of migrants? absolutely agree ☐   agree ☐   unsure ☐   don't agree ☐   absolutely don`t agree ☐
Please define.

Target achievement
4. Which targets did you want to achieve during the mentoring?
5. Which targets did you reach which not?

6. What activities do you plan considering your social engagement in policy or union?

7. Which benefits did you receive from the participation in the mentoring so far?

Collaboration between mentor and mentee

8. Were you pleased with the matching?

absolutely agree ☐   agree ☐   unsure ☐   don't agree ☐   absolutely don`t agree ☐

9. Do you have the impression that your mentor was a good support to you?

absolutely agree ☐   agree ☐   unsure ☐   don't agree ☐   absolutely don`t agree ☐

10. If you have the feeling that you could have gained more profit from the collaboration with your mentor, how could this profit look like?

11. What would you consider to be the biggest difficulty or challenge in your role as a mentee?

Project procedure

9. Were you pleased with the organisation of the mentoring?

absolutely agree ☐   agree ☐   unsure ☐   don't agree ☐   absolutely don`t agree ☐

10. Were you pleased with the support of the project director?

absolutely agree ☐   agree ☐   unsure ☐   don't agree ☐   absolutely don`t agree ☐

11. How do you rate the use of the framework programme for you yourself or for your work with your mentee?

Kick-off event	very high ☐	high ☐	so-so ☐	· rather low ☐
Relfection meeting	very high ☐	high ☐	so-so ☐	· rather low ☐
Final event	very high ☐	high ☐	so-so ☐	· rather low ☐

Could you please give short reasons for your answers:

Your suggestions and ideas for improvement

12. From your point of view, what should be improved about the mentoring programme?

13. What do you get out of the project for yourself?

14. What would you still like to add in the end?

Thank you very much!

j.   Evaluation sheet - Mentors

Since the mentoring programme is going to end today, I would like to ask you to answer the questions in our questionnaire. With your answers you support us in further developping the mentoring. Of course your answers will be kept in confidence.

Overall impression
1. Did you enjoy taking part in the mentoring programme in Frankfurt?
absolutely agree ☐   agree ☐   unsure ☐   don't agree ☐   absolutely don`t agree ☐
2. Do you have the impression that your mentee advanced regarding the own targets for the mentoring?
absolutely agree ☐   agree ☐   unsure ☐   don't agree ☐   absolutely don`t agree ☐
Please explain how this is shown:
3. Do you have the impression that the mentoring programme is an effective tool to increase the social participation of migrants?
absolutely agree ☐   agree ☐   unsure ☐   don't agree ☐   absolutely don`t agree ☐
Please clarify your rating.
Collaboration between mentor and mentee
4. Were you pleased with the matching?
absolutely agree ☐   agree ☐   unsure ☐   don't agree ☐   absolutely don`t agree ☐
5. Did your mentee accept your support offers?
absolutely agree ☐   agree ☐   unsure ☐   don't agree ☐   absolutely don`t agree ☐
6. Was your mentee able to develop targets with the help of your support?
absolutely agree ☐   agree ☐   unsure ☐   don't agree ☐   absolutely don`t agree ☐

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7. If you have the feeling that your mentee could have gained more profit from the collaboration with you, how could this profit look like?

8. What would you consider to be the biggest difficulty or challenge in your role as a mentor?

Project procedure

9. Were you pleased with the organisation of the mentoring?

absolutely agree ☐   agree ☐   unsure ☐   don't agree ☐   absolutely don`t agree ☐

10. Were you pleased with the support of the project director?

absolutely agree ☐   agree ☐   unsure ☐   don't agree ☐   absolutely don`t agree ☐

11. How do you rate the use of the framework programme for you yourself or for your work with your mentee?

Kick-off event	very high ☐	high ☐	so-so ☐	· rather low ☐
Relfection meeting	very high ☐	high ☐	so-so ☐	· rather low ☐
Final event	very high ☐	high ☐	so-so ☐	· rather low ☐

Could you please give short reasons for your answers:

Your suggestions and ideas for improvement

12. From your point of view, what should be improved about the mentoring programme?

13. What do you get out of the project for yourself?
14. What would you still like to add in the end?

Thank you very much!

IV. ACCOMPANYING THE MENTORING PROCESS

k.   Guideline for a conflict resolution meeting

During the mentoring process there can appear conflicts within the tandem relation. Often the conflicts are based on different expectations and demands, ideals, interests, targets and emotions. Your role as a tutor (supervision of the tandems during the mentoring) in the conflict solving talk is to have a look at the conflict itself. Together with the tandem look at how this conflict can be solved and which targets the mentor and the mentee want to reach.

Stages of the conflict resolution meeting

A successful conflict solving meeting, in the ideal case, goes through the following stages:

1.   Preparation for the meeting

It is very helpful for the participants to be prepared for a conflict solving meeting. The following questions can be helpful for the tandem to reflect the conflict in advance and to think about possible solutions.

✓   From your point of view, what's the reason for the conflict?
✓   What could be the reason for the conflict from the perspective of your mentor or mentee?
✓   Which solutions/compromises do you suggest?
✓   What will you do to support the tandem relation?
✓   How will you create a good atmosphere for the conflict solving meeting?

The tutor as well prepares for the talk in the form of becoming aware of her role as a „negotiator". It is important to adopt a neutral position, not to take someones side and not to judge.
In your role as a negotiator you:
✓   guide through the talk
✓   actively listen and ask questions
✓   summarize what has been said
✓   oppose the different interests
✓   offer thought-provoking impulses
✓   point out open questions

2.   Beginning of the meeting

- At the beginning of the conflict solving talk the tutor explains her role as a neutral negotiator. She supports the tandem in finding a solution for their conflict themselves.

- The negotiator explains the process and the target of the meeting.

- She points out discussion rules (concrete formulation, „I"- messages, no criticism of the other person, active listening, let the dialog partner finish speaking)

- The preliminary events leading to the conflict will be represented by the negotiator in a short and neutral way.

- Afterwards the persons concerned illustrate the conflict from their own perspective. This way everyone will be able to picture his/her own point of view. Only then the discussion can begin.

3. Explanation of situation and targets

- As a next step the mentee and the mentor compare notes on: What are the difficulties and disadvantages of the current situation? What is troubling and burdening?
- If that is settles it comes to the target analysis: How would both sides like the situation to be like? What is needed for that?

4. Commonalities and differences

- For the development of solutions, commonalities are very important. In every conflict there are questions both sides agree on. The negotiator helps the participants to recognize those commonalities.
- In reverse it is also about showing the differences: About which questions do the participants disagree? Where do they need or expect something different? What are the critical points?

5. Developing solutions

- After both sides worked out their commonalities and differences, the search for solutions can begin. First of all it is important not to pay attention to the realizability of the solution but rather developing ideas nonjudgementally. Only with the next step the realizability of the ideas comes into focus. Which ideas are practicable? Which ideas can be accepted by both sides?
- The negotiator doesn't predefine a solution but supports the participants with the process of developing ideas. Your task as a navigator is to moderate the meeting, to sum up the results and to avoid encroachments.

6. Noting results and ensuring sustainability

- The negotiator notes the meeting or rather the important results. This includes the targets that have been formulated together as well as next steps and solutions derived from the targets. Thus the mutual agreements are visible and binding for everyone and it can be checked if both sides comply with those agreements.

7. Closing

- Towards the end of the conflict solving talk the negotiator repeats the appointed aspects, asks if those are complete and if the participants accept the appointments.
- According to requirements there can follow further meetings with the participants to see if both sides complied with the agreements.