



**FOSTERING EDUCATION AND
INCLUSION OF DISADVANTAGED
REFUGEE AND MIGRANT LEARNERS**

MENTORS TRAINING



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OF DISADVANTAGED REFUGEE
AND MIGRANT LEARNERS

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PROJECT INFORMATION

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3STEPS - Fostering Education and Inclusion of Disadvantaged Refugee and Migrant Learners

Project acronym

3STEPS

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Project Coordinator - Asociación Caminos, Spain

Project Partners

- CESIE, Italy
- ALDA, France
- Symplexis, Greece
- Mozaik, Turkey



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TABLE OF CONTENTS

1. INTRODUCTION	5
2. METHOD OVERVIEW	5
3. TRAINING OVERVIEW	7
4. LEARNING OUTCOMES	8
5. CURRICULUM TIMETABLE	9
6. TRAINING SEGMENTS	12
7. TRAINING ACTIVITIES	25
8. FURTHER READING	55
9. SOURCES	56
10. ANNEX - GUIDELINES FOR FOSTERING INTERCULTURAL UNDERSTANDING AND SOCIAL INCLUSION	57
THEORETICAL BACKGROUND	58
1. An attempt to define culture	58
2. Intercultural trainings in current discussion	59
3. Recommendation for action	60
DEVELOPMENTAL MODEL OF INTERCULTURAL SENSITIVITY	61
4. The foundations of Inclusiveness	61



I. INTRODUCTION

3STEPS is an EU co-funded project that includes a blended mentoring program in order to increase the chances of migrants and refugees to remain within the educational and vocational system of their host country by providing them basic skills as well as a stable grounding for further personal achievements. To do so, 3STEPS upscale two previously implemented successful methodologies, namely 'Basic Education Classes' and 'Tandem Now' to prevent early school dropouts from people with different cultural backgrounds.

This mentor's manual introduces designated mentors to the main following topics:

- The definition of mentoring;
- Traditional and blended mentoring;
- The risks and opportunities of social media;
- Culture and cultural shock;
- Intercultural understanding and Social Inclusion;
- Positive development and life skills;
- Emotional and mental health;

The activities provided within this manual are structured for a 13 hours face-to-face training combined with some additional sessions online that can be implemented by mentors themselves on their own pace.

2. METHOD OVERVIEW

It is expected that the mentors will support the personal and professional development of the mentee by **blending** in presence and digital methods to promote a caring and genuine environment and to provide their mentees the relevant skills to their success. To do so, they will be trained on different levels.

The first focus of the mentor training is understanding what is expected from the role of a **mentor** and to ensure an **effective relationship with their mentees**: building trust, being able to safeguard challenging situations, define clear boundaries.

The second focus is dedicated to the skills and tools needed in blended training: digital skills for online communication with their mentees; critical thinking to grasp cultural issues, intercultural dialogues, and social inclusion; then life skills for positive development and to support the mental and emotional health of their mentees.



3. TRAINING OVERVIEW

The Mentor Training starts firstly by introducing the learning outcomes of this manual: knowledge, skills and competences gained by mentors during the training.

Secondly, it presents the timetable of the curriculum to follow over two days of 6 hours 30 minutes each, over 11 topics.

Those topics, also called training segment are described in a third section, with their duration, objectives, and material needed.

They are the following:

1. Introduction and get to know each other
2. What is mentoring?
3. Effective mentor-mentee relationship
4. Blended mentoring and mentoring online tools
5. Recap and instructions on online assignment
6. Reflections on previous learning and energizer
7. Culture and cultural shock
8. Intercultural understanding and Social Inclusion
9. Positive development and Life skills
10. Supporting the emotional and mental health through mentoring
11. Conclusions and next steps

For each of those training segments, different activities are presented that can be used by the mentors during their mentoring programme.

4. LEARNING OUTCOMES

Knowledge	Skills	Competences
<p>Knowledge about 3STEPS project and mentor training.</p> <hr/>	<p>Communication skills while expressing their opinions and presenting findings.</p> <hr/>	<p>Being able to understand what mentoring is about and to support mentee in different phases of their life.</p> <hr/>
<p>Knowledge about traditional and blended mentoring. Knowledge on social media risks and opportunities.</p> <hr/>	<p>Mentoring skills while strengthening effective mentor-mentee relationship.</p> <hr/>	<p>Being aware of safeguarding, why we need safeguarding and what a mentor should do if a disclosure is made.</p> <hr/>
<p>Knowledge and positive development and life skills.</p> <hr/>	<p>Digital skills while communicating with mentees through social media.</p> <hr/>	<p>Being able to self-assess and reflect on own preconceptions, values, abilities and targets.</p> <hr/>
<p>Knowledge about emotional and mental health and how to support it.</p> <hr/>	<p>Critical thinking skills while reflecting on the learning and discussing with the peers.</p> <hr/>	<p>Being able to support and maintain the emotional and mental health needs of the mentees.</p> <hr/>
<p>Knowledge about culture and intercultural training.</p> <hr/>	<p>Life skills while being involved in mentoring activities.</p> <hr/>	<p>Being aware of migration related factors and global issues</p> <hr/>
<p>Familiarity with the basic factors shaping migration.</p> <hr/>	<p>Skills to recognize cultural differences.</p> <hr/>	<p>Being aware of the cultural self of him/herself and others</p> <hr/>
<p>Knowledge about diversity, inclusiveness, social exclusion and inclusion and universal values of intercultural coexistence (equality, empathy, curiosity).</p> <hr/>	<p>Listening skills for differing opinions with patience.</p> <hr/>	<p>Being able to separate the different models of coexistence (from segregation to inclusion). Being aware of one's intercultural skills set and his/her weak-nesses regarding it.</p> <hr/>
<p>Knowledge about European values, such as, human rights, dignity, equality, and inclusion Knowledge about model of Intercultural Sensitivity (M. Bennett) and Intercultural Competence Model (T. Cross)</p>	<p>Observation skills for behaviour patterns that are discriminating or segregating and behaviours with intercultural readiness, such as curiosity.</p>	<p>Being able to respect, accept and value other cultures</p> <hr/> <p>Being able to evaluate positively different values, behaviours and being adapted to them.</p> <hr/> <p>Being able to apply models of interculturalism.</p> <hr/> <p>Being able to set boundaries against exclusion and discrimination.</p> <hr/> <p>Being able to express interest in people around.</p> <hr/> <p>Being able to connect with curiosity and trust with people with diverse background.</p>

5. CURRICULUM TIMETABLE

(Detailed timetable of the curriculum, one table per WS day. Training should consist out of two training days and accompanying online content for Moodle)

DAY I

Duration/Time	Topic	Activities
1 hour	1. Introduction and get to know each other	Activity 1 – Where do I stand?
1 hour 40 minutes	2. What is mentoring?	Activity 2 – Mentoring definition Activity 3 – Thinking about my mentor Activity 4 – Listen to hear Activity 5 – My perfect mentor
1 hour 40 minutes	3. Effective mentor-mentee relationship	Activity 6 – Principles for relationship Activity 7 – Building trust Activity 8 – Boundaries Activity 9 – Safeguarding relationships
1 hour 50 minutes	4. Blended mentoring and mentoring online tools	Activity 10 – Introduction to social networks Activity 11 – Use and risks of social media

20 minutes	5. Recap and instructions on online assignment	<p>Online assignments:</p> <p>Activity 12 – Self-assessment and self-perception</p> <p>Activity 13 – Mentees discover their targets</p> <p>Activity 14 – Models of Co-existence</p> <p>Activity 15 – Opportunity – Ability - Dignity</p>
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DAY 2

Duration/Time	Topic	Activities
20 minutes	6. Reflections on previous learning and energizer	Activity 16 – Cultural Observation
1 hour	7. Culture and cultural shock	Activity 17 – Decentering exercise
2 hours 30 minutes	8. Intercultural understanding and Social Inclusion	<p>Activity 18 - Nice Talk</p> <p>Activity 19 - Multicultural working and learning environments</p> <p>Activity 20 - I m a tourist</p> <p>Activity 21 - Ministry of All People</p> <p>Activity 22 - Respond, not react</p>
1 hour 10 minutes	9. Positive development and Life skills	<p>Activity 23 – Brainstorming for earning trust</p> <p>Activity 24 – Life skills in mentoring</p> <p>Activity 25 – Teaching Life skills</p>

1 hour 30 minutes	10. Supporting the emotional and mental health through mentoring	<p>Activity 26 – About emotional and mental health</p> <p>Activity 27 – Improving emotional and mental health</p> <p>Activity 28 - Discussing about emotional and mental health with a mentee</p>
20 minutes	11. Conclusions and next steps	<p>Online assignments:</p> <p>Activity 29 – What rules are required for well-structured mentoring?</p> <p>Activity 30 – Community mapping</p> <p>Activity 31 – If the World Were a Village of 100 People</p> <p>Activity 32 – Bennett s 6 Stages</p>

6. TRAINING SEGMENTS

Segment Nr.	Segment 1
Segment Name	Introduction and get to know each other
Learning Objectives	<ul style="list-style-type: none"> • The participants will learn about 3STEPS project and mentor training • The participants will improve their communication skills while presenting themselves and their expectations and concerns
Duration	60 minutes
Materials	Laptop, projector, flipcharts, post-its, pens, string or tape
Activities	Activity 1
Description	<p>The trainer welcomes the participants, introduces him/herself and then in a circular arrangement each participant introduces himself/herself, tells something about himself/herself and is invited to write on post-it his/her expectations, concerns and contributions regarding this training experience and hang them on the flipchart. We recommend a rough clustering of the inputs to keep an overview by putting similar inputs together. Then, the trainer reads the more interesting ones in order to share the thoughts of the group and to get their confirmation.</p> <p>Then the trainer invited all participants to implement the Activity 1 - Where do I stand? for getting to know ourselves better and each other.</p> <p>After the activity, the trainer presents the topics that are going to be covered during the 2-day training. The trainer presents the 3STEPS project, its website, providing an overview about the activities and the intended project results and answers to any questions from the participants.</p>
Additional remarks	NA
Further assignments	NA

Segment Nr.	Segment 2
Segment Name	What is mentoring?
Learning Objectives	<ul style="list-style-type: none"> • The participants will understand and be able to define mentoring. • The participants will gain an understanding of the roles and tasks of a mentor. • The participants will understand qualities and skills that can be used in mentoring practise. • The participants will have an opportunity to practice communication skills.
Duration	100 minutes
Materials/Tools	Flipchart, pens, post-its
Activities	Activities 2, 3, 4 and 5
Description	<p>The trainer explains that in this part of the training we are going to explore the role of a mentor; we will consider appropriate and inappropriate roles for mentors, the qualities and skills involved in mentoring, and will provide opportunities for participants to practice effective communication skills.</p> <p>The trainer should start with the Activity 2 - Mentoring definition that is designed to help participants to reflect and explore what mentoring is.</p> <p>Then trainer should implement Activity 3 - Thinking about my mentor with the participants to reflect on the key skillsets and qualities of a mentor.</p> <p>Then trainer should move to the Activity 4 - Listen to hear to show how important is listening skill in mentoring and support participants in improving their active listening.</p> <p>Following Activity 4, the trainer should proceed with the closing Activity 5 - My perfect mentor that would provide space for participants to discuss in groups about the most important qualities of a mentor and reflect on the learnings from this segment.</p>
Additional remarks	The trainer should be familiar with the concept of mentoring, mentor roles and qualities in order to facilitate discussions and debriefing with participants.
Further assignments	Preliminary readings on mentoring should be provided to participants before the training for online individual study. See Further reading section for suggestions. See Segment 5 and 11 for additional online activities.

Segment Nr.	Segment 3
Segment Name	Effective mentor-mentee relationships
Learning Objectives	<ul style="list-style-type: none"> • The participants will explore the building blocks of effective and safe mentor-mentee relationships. • The participants will understand the need for ground rules and boundaries when mentoring others. • The participants will be aware of safeguarding, why we need safeguarding and what a mentor should do if a disclosure is made.
Duration	100 minutes
Materials/Tools	Flipcharts, paper, pens
Activities	Activities 6, 7, 8 and 9
Description	<p>The trainer should start the segment by explaining that in the first meeting with the mentee it's a good idea to establish a set of agreed ground rules that both mentor and mentee can both stick to. They could both refer back to the ground rules should any issues arise. It is recommended to exchange on these rules and do an agreement (contract) on them as it is more binding and misunderstandings may be avoided by discussing them in a one-on-one setting.</p> <p>General guidelines for these rules will be delivered by the project leader or mentors coordinator before the training and additional ones may be agreed upon if both parties are fine with this.</p> <p>The trainer should explain that the mentor and mentee can also agree to change the ground rules at any time with if they are both in agreement.</p> <p>Then the trainer should implement Activity 6 – Principles for relationship and discuss key principles of an effective working mentor-mentee relationship. Then the trainer should move to the Activity 7 – Building trust to discuss about what can a mentor can do to earn the trust of and to establish a good relationship with their mentee.</p> <p>Then afterwards the trainer should implement Activity 8 – Boundaries about the limits or boundaries of a mentor-mentee relationship.</p> <p>Finally, the trainer should move to Activity 9 – Safeguarding relationships and to discuss with the participants the importance of safeguarding and dealing with disclosures in mentor-mentee relationships.</p>
Additional remarks	NA
Further assignments	See segment 5 and 11 for additional online activities.

Segment Nr.	Segment 4
Segment Name	Blended mentoring and mentoring online tools
Learning Objectives	<ul style="list-style-type: none"> Participants will learn what blended mentoring means and how to use social media for networking.
Duration	110 minutes
Materials/Tools	What materials/resources are required, including tools from below
Activities	Activities 10 and 11
Description	<p>The trainer should start this segment by introducing the concept of blended mentoring, explaining that blended mentoring means that, on the one hand, personal discussions between the mentor and mentee take place. At the same time, communication is supplemented by means of social media (Facebook, Google plus, etc.) so that barriers are broken down, and continuous cooperation is possible.</p> <p>The trainer can briefly present information about blended mentoring and social media using TANDEM NOW Curricula as an example.</p> <p>Then the trainer should implement Activity 10 - Introduction to social networks to stimulate discussion about social networks and importance in nowadays society, especially blended mentoring. Afterwards, the trainer should move to Activity 11 - Use and risks of social media to present to participants how to deal with the risks and opportunities of social media.</p> <p>The segment should be concluded with a discussion about how social media can facilitate mentoring and how mentors can positively use social media.</p>
Additional remarks	The trainer should be familiar with TANDEM NOW Curricula and Blended mentoring concept.
Further assignments	NA

Segment Nr.	Segment 5
Segment Name	Recap and instructions on online assignment
Learning Objectives	<ul style="list-style-type: none"> The participants will reflect on their learning and improve their critical thinking skills.
Duration	20 minutes
Materials/Tools	Post-its, pens
Activities	Activities 12, 13, 14 and 15
Description	<p>This segment is aimed to briefly review the learning from all topics that have been covered already and get participants' feedback.</p> <p>Trainer should ask each participant to answer 3 questions individually and write it on post-it:</p> <ul style="list-style-type: none"> – What I am taking from this day? – What I would like to know more? – What is still not clear to me? <p>Once participants have reflected, the trainer might ask if someone wants to share in a large group. The trainer should allow participants to choose themselves. Afterwards the trainer should collect post-it's for the evaluation. Participants' feedback should support trainer in adapting next segments based on the needs and interests of the group.</p> <p>After the trainer has gathered the feedback, he/she should introduce an assignment on Moodle that participants should implement at home (Activities 12-15).</p>
Additional remarks	NA
Further assignments	<p>Online assignments (check online modules of 3 Steps project):</p> <p>Activity 12 – Self-assessment and self-perception</p> <p>Activity 13 – Mentees discover their targets</p> <p>Activity 14 – Models of Co-existence</p> <p>Activity 15 – Opportunity – Ability – Dignity</p>

Segment Nr.	Segment 6
Segment Name	Reflections on previous learning and energizer
Learning Objectives	<ul style="list-style-type: none"> • The participants will reflect on what they have learned in the previous session. • The participants will be energized and motivated for the upcoming activities.
Duration	20 minutes
Materials/Tools	Pens, Paper, Objects to be worn or/and that can be easily exchanged within the group, thus providing further changes
Activities	Activity 16
Description	<p>The trainer should start this segment by giving an overview of the topics covered on the previous day. By asking them to fill cards with their ideas/doubts/open questions and adding them in 4 areas representing the different online assignment topics the trainer collects feedback.</p> <p>Then the trainer should implement Activity 16 – Cultural observation to prepare participants for the next segment and motivate them in their learning.</p>
Additional remarks	NA
Further assignments	NA

Segment Nr.	Segment 7
Segment Name	Culture and cultural shock
Learning Objectives	<ul style="list-style-type: none"> • The participants will explore their own pre-conceptions and deep societal values related to cultures that each individual carry without being fully conscious about them. • The participants will understand and identify their own values, beliefs and preconceptions.
Duration	60 minutes
Materials/Tools	Printed photos, blue tack, paper sheets, flipchart paper/ white board, and pens/markers
Activities	Activity 17
Description	<p>The trainer should explain to the participants that decentring is based on the idea that individuals look at the world and understand everything and everyone around them from the point of view of their own “cultural framework”. The cultural framework is the set of beliefs, norms, values, preconceptions, models and practices that we acquire throughout our life, and that become the metaphorical glasses through which we conceive the world and behave in it.</p> <p>The decentring exercise is used as part of training courses about intercultural conflict and interaction, and was developed by a French organization and is inspired by the methodology of Critical Incidents developed by socio-psychologist Margalit Cohen Emerique.</p> <p>The trainer should guide participants through the Activity 17 - Decentring exercise and facilitate discussion about stereotypes and culture at the end.</p>
Additional remarks	The trainer should be ready to facilitate and guide the discussion from which many culture-related stereotypes might arise.
Further assignments	See Segment 5 and 11 for additional online activities.

Segment Nr.	Segment 8
Segment Name	Intercultural understanding and Social Inclusion
Learning Objectives	<ul style="list-style-type: none"> • The participants will learn about the culture; they will understand what is intercultural training and social inclusion, and which are the models of co-existence, Intercultural Sensitivity and Readiness. • The participants will be able to define diversity, inclusion and exclusion. • The participants will be able to use inclusive language.
Duration	150 minutes
Materials/Tools	This segment can be delivered without any specific material required, having in mind that participants are prepared for the session and have read and listened the material indicated in the tools before the interacting with their mentor/ trainer during mentoring / training. However, it is recommended to have internet connection and a computer or laptop to search for additional sources, such as music, maps, etc.
Activities	Activity 18, 19, 20, 21, 22
Description	<p>Participants are made aware of intricacies in intercultural communication and on how to foster social inclusion. This is an extensive segment and the Annex regarding this segment should be consulted for greater detail.</p> <p>It is recommended to consult the timetable inside the Annex and to adapt activities according to the profile of participants, as well as to provide assignments accordingly.</p>
Additional remarks	The sources have been chosen in 2021 and that way that they are not time related, however, it is the trainer's responsibility to facilitate the learning event with updated sources.
Further assignments	See Segment 5 and 11 for additional online activities.

Segment Nr.	Segment 9
Segment Name	Positive development and life skills
Learning Objectives	<ul style="list-style-type: none"> • The participants will understand the concept of positive development. • The participants will learn how life skills can be developed.
Duration	70 minutes
Materials/Tools	Flipchart paper/white board, and pens/markers
Activities	Activities 23, 24 and 25
Description	<p>The trainer should start with a brainstorming Activity 23 – Brainstorming for earning trust to set the ground for the segment and to discuss about what mentor can do to establish a good relationship with their mentee. The trainer should debrief explaining the concept of positive development and its importance.</p> <p>Then the trainer should move to Activity 24 – Life skills in mentoring to support participants to explore what life skills can be developed through mentoring. At the end the trainer should facilitate the Activity 25 – Teaching life skills to explore strategies that might be implemented to teach or promote life skills.</p> <p>The trainer should conclude this segment by asking participants to summarize what they have learned.</p>
Additional remarks	NA
Further assignments	NA

Segment Nr.	Segment 10
Segment Name	Supporting the emotional and mental health through mentoring
Learning Objectives	<ul style="list-style-type: none"> • The participants will explore how mentors can help to support and maintain the emotional and mental health needs of their mentees. • The participants will consider the association between poor mental health and the potential consequences of poor academic and personal outcomes in relation to mental health.
Duration	70 minutes
Materials/Tools	Flipchart paper/white board, and pens/markers
Activities	Activities 26, 27 and 28
Description	<p>The trainer should start this segment with a discussion about what do we mean by emotional health and mental health. The trainer can refer to Activity 26 – About emotional and mental health to facilitate the discussion.</p> <p>Then afterwards, the trainer should conduct Activity 27 – improving emotional and mental health to enable participants to consider how they can contribute to improving and maintaining mentees emotional and mental health, including ‘resilience’.</p> <p>Finally, the trainer should move to Activity 28 – Discussing about emotional and mental health with a mentee to explore potential avenues or approaches to discussing emotional and mental health issues with mentees.</p> <p>At the end, the trainer should reinforce the point that as mentors they may also need support and that they should initially seek that support from their trainer.</p> <p>Finally, the trainer should provide a brief summary, with referral back to key learning outcomes of this segment.</p>
Additional remarks	The trainer should be familiar with the concepts of emotional and mental health, resilience and strategies how to support people in improving their emotional and mental health. Additional reading is suggested in further readings section at the bottom of this document.
Further assignments	NA

Segment Nr.	Segment 11
Segment Name	Conclusions and next steps
Learning Objectives	<ul style="list-style-type: none"> The participants will reflect on their learning and evaluate the process, hence improve their critical thinking skills.
Duration	20 minutes
Materials/Tools	Flipchart paper/white board, and pens/markers
Activities	Activities 29, 30, 31 and 32
Description	<p>The trainer should debrief on the topics that have been covered during the 2-day training. For the final evaluation the trainer should invite participants to split into groups of 3 and reflect on the following questions:</p> <ul style="list-style-type: none"> Did you achieve the aim and learning outcomes of the session? Did you have sufficient time to cover the content? Would you do anything different if you were doing that session again? Do you need any additional support to achieve your aims in the sessions that follow? <p>Then the trainer should invite all participants to share their reflections with a large group. The trainer should introduce additional activities online (Activity 29 – What rules are required for well-structured mentoring? Activity 30 – Community mapping; Activity 31 – If the World Were a Village of 100 People; Activity 32 – Bennett’s 6 Stages) and should encourage participants to implement it individually (or in groups if they agree to this with other participants). The trainer should conclude the session with the overview of the project upcoming activities, QA and share with participants his/her contact details for further support.</p>
Additional remarks	<p>The trainer might provide participants with certificates of participation if this is relevant for the context.</p> <p>Activity 29 – What rules are required for well-structured mentoring?</p>
Further assignments	<p>Activity 30 – Community mapping</p> <p>Activity 31 – If the World Were a Village of 100 People</p> <p>Activity 32 – Bennett’s 6 Stages</p>

7. TRAINING ACTIVITIES

Activity Nr.	Activity 1
Activity Name	Where do I stand?
Type of Activity	Team building and ice-breaker
Duration	20 minutes
Learning Objectives	<ul style="list-style-type: none"> • The participants will get to know other participants • The participants will reflect on their preferences and comfort zones
Description	<p>The trainer creates 3 concentric circles in the middle of the room (take into consideration the dimension of the room – if the activity is implemented face-to-face). People stand outside the third circle and listen to the trainer who explains to them what the 3 areas of the circles mean. The outermost area is the “panic” area, the circle “in the middle” is the “challenge” area, while the third smaller one is the “comfort” area. The trainer names a topic or activity, for example “Climbing a mountain”. Each participant decides where they want to place themselves in relation to what the trainer has stated: in the outer circle if they feel panic, in the middle circle if they see it as a challenge and in the inner circle if the idea of climbing a mountain puts them at ease. Everyone has to explain in front of the others why they feel that way regarding every activity that the moderator proposes: what are their experiences and sharing them with the others group members. The trainer should make sure that each participant has to express himself/herself at least once.</p>
Additional remarks	The trainer has to think in advance which other additional statements she/he wants to include into the activity.

Activity	Activity 2
Activity Name	Mentoring definition
Type of Activity	Activity in pairs
Duration	30 minutes
Learning Objectives	<ul style="list-style-type: none"> • The participants will reflect on their understanding of a mentoring • The participants will improve their communication skills as working in pairs and presenting the outcomes in a big group
Description	<p>To open the session, the trainer should tell to each participant to reflect and write down 4 action words to describe mentoring. Then they should share it with a partner and agree on four of the action words. Then the trainer should tell the participants to find another pair and agree on four of action words. Based on these key action words they should write a definition of mentoring. The trainer should give 20 minutes to conduct this process and each group then feeds back their definition of mentoring to a large group for another 10 minutes.</p> <p>At the end of the activity the trainer should explain that mentoring research acknowledges that mentoring is an ill-defined concept as the participants may come close to a number of definitions. The trainer can also explain that mentoring takes place in many settings including business and industry, sport, community mentoring with socially excluded households, in schools, professional training and in informal youth work.</p>
Additional remarks	The trainer should be familiar with different definitions of mentoring.

Activity Nr.	Activity 3
Activity Name	Thinking about my mentor
Type of Activity	Reflection activity
Duration	20 minutes
Learning Objectives	<ul style="list-style-type: none"> The participants will reflect on their own experience of a mentor in their lives and what they feel were the skills and qualities the mentor possessed.
Description	<p>The trainer briefly introduces that mentoring is used for working with 'at risk' young people to address problematic behaviours in schools and poor engagement with education. Mentors also provide companionship and direction in academic studies. Mentoring programmes bring young people together with more experienced people so that young people have someone to go to when they need advice.</p> <p>The trainer asks participants to reflect on a mentor (or a person to whom they admire or respect) in their lives. He/she asks participants to write down their reflections in relation the following questions (10 min):</p> <ul style="list-style-type: none"> What was the mentor's role in your life? (i.e., teacher, parent, sport coach etc.) Can you give examples of how they were effective as a mentor? What key qualities or skills did you admire most about this person? What impact did this person have on you? <p>Then after 10 minutes the trainer should ask participants to share their experience with the larger group. When working with a big group it might be recommendable to split the participants in smaller groups to allow for a better exchange on the different answers. At the end, results might be pinned on the board.</p> <p>Whilst the participants carry out the exercise the trainer will go around, answer to questions, if there are, and listens.</p>
Additional remarks	The trainer can write the questions on a flipchart so that participants have it visible during the entire activity.

Activity Nr.	Activity 4
Activity Name	Listen to hear
Type of Activity	Group activity
Duration	20 minutes
Learning Objectives	<ul style="list-style-type: none"> Participants will develop their active listening skills – one of the key qualities of a mentor
Description	<p>The trainer should ask participants to stand in a circle and should give participants a familiar topic to discuss (this can be any subject they choose; they may wish to choose an education theme or migration; the trainer can leave participants to decide the topic).</p> <p>Then the trainer should pick a participant to begin talking about the topic. At chosen point the trainer should say stop; and the next participant in the circle must continue the last participant's sentence starting with their last few words. This should be done until the circle is complete.</p> <p>The trainer then should ask participants to stay standing in the circle. The trainer names the participants who has to continue the next part of the statement, and pick out participants from the circle to continue the statement.</p> <p>The trainer should tell participants to listen very carefully to what all participants are saying and not just the participant before them.</p> <p>Then the trainer should break the circle and reflect with participants on how well – or not the activity went. Was it difficult to listen and absorb the information?</p> <p>The trainer should explain the importance of active listening in mentoring and in general, presenting active listening skill as one of the most important soft skills.</p>
Additional remarks	NA

Activity Nr.	Activity 5
Activity Name	My perfect mentor
Type of Activity	Group activity
Duration	20 minutes
Learning Objectives	<ul style="list-style-type: none"> • The participants will learn about the qualities a mentor should possess. • The participants will improve their communication and team working skills.
Description	<p>Following the Activity 4 – Listen to hear, the trainer should break participants into groups. The trainer should explain that participants on flipchart paper should draw the figure of a person/mentor. The participants should write down all of the factors that they think a mentor should possess. They should accentuate the body parts according to factors they think a mentor should possess (e.g., if a mentor needs to be a good walker, participants should give their person a big feet or a pair of walking boots and they should add comments as to why; participants could give their drawing a pair of big ears to show that a mentor needs good listening skills; or a heart to show understanding). The trainer should encourage participants to be creative. The trainer should give 20 minutes to the participants for the drawing and group discussion.</p> <p>Then each group should display drawings feedback on it. The trainer should make comments as appropriate. This is a light-hearted exercise to close the session and the trainer can should facilitate the discussion about the key skills and qualities of a mentor, and reflect on the learning from this segment.</p>
Additional remarks	NA

Activity Nr.	Activity 6
Activity Name	Principles in relationship
Type of Activity	Group activity
Duration	30 minutes
Learning Objectives	<ul style="list-style-type: none"> The participants will understand the key principles of an effective working mentor-mentee relationship.
Description	<p>The trainer should explain that this activity will focus on effective working mentor-mentee relationship. The trainer should place flipchart paper and marker pens around the room. He/she should tell participants to break into groups of three, and them to discuss and agree a list of ground rules that might be useful with regard to mentor-mentee relationships. Allow 20 minutes for the discussion.</p> <p>Then the trainer should ask participants to feedback to the larger group and give a rationale for their choices. The related discussion should include some of the following</p> <ul style="list-style-type: none"> - Ground rules give us a baseline we can refer back to should any issues arise. - Ground rules provide a safe and effective working environment. - Ground rules provide increased clarity with regard to boundaries pertaining to mentor-mentee relationships. <ul style="list-style-type: none"> • Allow 10 minutes for this discussion.
Additional remarks	NA

Activity Nr.	Activity 7
Activity Name	Building trust
Type of Activity	Brainstorming activity
Duration	15 minutes
Learning Objectives	<ul style="list-style-type: none"> The participants will learn about what can a mentor can do to earn the trust of and to establish a good relationship with their mentee
Description	<p>The trainer should start the activity by brainstorming with the large group using the following question: 'What can a mentor do to earn the trust of and to establish a good relationship with their mentee?'</p> <p>The trainer should take feedback on flipchart and consider in the context of the key points:</p> <ul style="list-style-type: none"> - Attend – Attending on time for every meeting and showing that you are doing your best to make things work demonstrates to your mentee that you care and that they are worth caring about. - Advocate not Disciplinarian -You are the adult in your mentee's life who is just there for them – without having to tell them what to do. Their parents may lecture at them or discipline them- just remember you are not their parent and that sometimes young people just like to have fun; you can utilise this aspect and develop your relationship with them by joking and having fun too. You're there to help and advise them, but if you just provide non-stop advice the relationship may be a difficult one as you may be viewed as an authority figure. - Act as Role Model - Lead by example. By becoming a mentor, you are demonstrating an important attribute - caring about another person, your mentee. Other aspects of being a positive role model include: doing what you say you will: being prompt - return any phone calls and emails as soon as you can; having a positive outlook and disposition; show fairness; and make sure you let your mentee see you going out of your way to help others.

- **Make Suggestions about Activities** - From the outset, some mentees will have suggestions about what you can do together, but others may not, so a mentee may require some initial guidance on your part. If your mentee is not sure about what they want to do, you can start off by giving them a range of choices of activities, "Here are a few things we can do together. Which one's sound good to you?"
- **Be Ready to Help** - As a mentor you are there to help your mentee when they are struggling with a problem. Be there for your mentee when they need you and make it clear that you want to help them. Do not fix problems for them, otherwise this may become a habit. Ask questions and help your mentee to solve their own problem. As a mentor, describe how you may have encountered and overcome a similar problem. Ensure that your mentee is involved in decision making. Check with your mentee to see how they are getting on and if their solution worked; if not, be there for them and help out again.

Then the trainer should ask participants if they can think of anything else that they could do to establish a good relationship. Allow 15 minutes for this Activity.

Additional remarks

NA

Activity Nr.	Activity 8
Activity Name	Boundaries
Type of Activity	Group activity
Duration	25 minutes
Learning Objectives	<ul style="list-style-type: none"> The students will understand the limits or boundaries of a mentor-mentee relationship.
Description	<p>The trainer should refer to Scenarios 1-4 that are provided below.</p> <p>The trainer should tell participants to form into groups and develop appropriate responses to each scenario (20 minutes). Ask participants to feedback to the larger group. The focus of discussion should be on using these examples to highlight the importance of having clear boundaries in place in mentor-mentee relationships from the outset.</p> <ul style="list-style-type: none"> Scenario 1 – Your mentee is asking your personal questions about drugs, alcohol and sex. Example Response: <i>Inform the mentee that this has nothing got to do with the task at hand and that you are not here to discuss your own personal life. (Some organisations state in agreements with mentors that they are not allowed to enter into a love affair with a mentee. That this would be a reason for “dismissing” the mentor from the programme.</i> Scenario 2 – Your mentee keeps making fun of you and making comments about your appearance. Example Response: <i>Tell the mentee that you are there to help them and that you cannot tolerate being made fun of. Let the mentee know that if it continues you will have no choice but to inform an authority figure (teacher, head coach, parent etc.) and cease your mentor-mentee relationship.</i> Scenario 3 – Your mentee is being disruptive when you are trying to do activities with them and won’t listen to any instruction you give. Example Response: <i>Tell the mentee that you are there to help them and that their behaviour is disrespectful towards you and disruptive for others. Let the mentee know that if it continues you will have no choice but to inform an authority figure (teacher, head coach, parent etc.) and cease your mentor-mentee relationship.</i>

Additional remarks

- **Scenario 4 - Your mentee is bullying one of the other mentees of the group.**
- Example Response: ***Inform the mentee that every individual deserves to be treated with respect. Let the mentee know that if it continues you will have no choice but to inform an authority figure (teacher, head coach, parent etc.) and cease your mentor-mentee relationship.***

Then the trainer should ask participants to feedback their answers and discuss amongst the larger group. The trainer should make the point that although it is important to respond effectively to Scenario 1-4, creating ground rules alongside mentees is an effective way to ensure a good working relationship.

The trainer should inform participants that there is the potential for a mentor-mentee relationship to become too personal and should explain what can be done in this instance. Allow 25 minutes for this Activity.

These are just suggested scenarios; the trainer should feel free to develop scenarios that are more appropriate to his/her group.

The trainer could use the following points to explain what mentor should do if the relationship becomes too personal:

- Keep to the ground rules you have set.
- Should you feel uncomfortable with a situation involving yourself and your mentee, remember the boundaries you have set and that you need to protect both your own and the integrity of your mentee.
- If you are not comfortable or are concerned about the relationship with your mentee you should inform the establishment you are working with and discuss an alternative mentor.

Activity Nr.	Activity 9
Activity Name	Safeguarding relationships
Type of Activity	Group activity
Duration	30 minutes
Learning Objectives	<ul style="list-style-type: none"> The participants will learn about the importance of safeguarding and dealing with disclosures in mentor-mentee relationships.
Description	<p>First the trainer should ask participants what they think safeguarding is. Why do we need safeguarding? Then the trainer should introduce to the participants the basics of safeguarding, such as:</p> <ul style="list-style-type: none"> School or organisations working with young people should have a safeguarding policy Do not offer confidentiality to any mentee Anything that makes you scared report it Keep notes! You should have a criminal records/vetting check before you are allowed to work with young people. <p>Then the trainer should refer to Scenarios 5-8 provided below and tell to the participants to form into groups and develop appropriate responses to each scenario (20 minutes). The trainer then should ask participants to feedback to the larger group.</p> <p>The focus of discussion should be on using these examples to highlight the importance of safeguarding and dealing appropriately with disclosures in mentor-mentee relationships.</p> <ul style="list-style-type: none"> - Scenario 5 – Your mentee says they want to tell you something but you must promise not to tell anybody. <ul style="list-style-type: none"> • Example Response: Thank the mentee for trusting you with such sensitive information. However, inform them that you cannot promise to keep all information private. Let them know that you are compelled to inform an authority figure (police, school, head coach) if you think they are in harm, are likely to harm others or have committed a crime. - Scenario 6 – Your mentee tells you that they want to drop out of school and asks you not to tell anyone.

- Example Response: Thank the mentor for putting their trust in you. This is something you do not have to report. This information would not indicate the individual is at harm or will be harmful to others. However, work with the individual to try and encourage educational progression as well as encouraging them to discuss the issue with family members or teachers.
- **Scenario 7** – Your mentee asks to add you on social media. They also take a picture with you and upload it to social media.
- Example Response: Never accept a friend request from a mentee on any social media platform. Ask the mentee to remove the picture. Take a note of the incident and report it to your superiors.
- **Scenario 8** – Your mentee asks you to drive them home in your car.
- Suggested Response: Do not offer to drive a mentee home. Do not put yourself in a vulnerable situation where you are alone with your mentee. Suggest that you can wait with them until someone picks them up or they get the bus.

The trainer should ask participants to feedback their answers and discuss amongst the larger group. The trainer should explain that although some of these responses may seem awkward or extra cautious, they are critical to ensuring the safety of both the mentee and the mentor.

The related discussion should include (but not limited to):

- The limits of confidentiality
- Be aware of safeguarding procedures within the relevant organisation and report anything of concern.
- Keep an accurate written record of all interactions

The trainer should reinforce that if a mentee discloses sensitive information to their mentor then the mentor should feel privileged that the young person should feel comfortable to do so – but that they must abide by safeguarding rules and report anything that makes them concerned for a mentee's safety.

Allow 30 minutes for this Activity.

These are just suggested scenarios; the trainer should feel free to develop scenarios that are more appropriate to his/her group.

Safeguarding rules will differ in different countries – the trainer should check what the law in her/his country has to say about safeguarding and inform the participants.

Additional remarks

Activity Nr.	Activity 10
Activity Name	Introduction to social networks
Type of Activity	Individual activity
Duration	20 minutes
Learning Objectives	<ul style="list-style-type: none"> • The participants will reflect on their own use of digital networks in their daily life. • The participants will learn how to deal with digital networks (esp. Facebook) and learn how to use them constructively and assess risks.
Description	<p>The trainer should explain that in literature, people who have not grown up with the new media are often called digital immigrants. As a rule, they have little knowledge of what happens in social networks, are not interested in it or have developed a critical attitude towards what happens in Web 2.0. But for a long time already, social networking has not just been a leisure pursuit: it has been playing a bigger and bigger role in public life. The general aim of this activity is therefore to find a critical and constructive way to handle social media.</p> <p>The trainer should choose some pictures and photographs from the Internet that refer to the topic of social network and should place them on the floor. Then the trainer should ask participants to choose one picture and talk about their experiences with the social network.</p> <p>The trainer should allow time for each participant to talk about his/her experience.</p> <p>At the end of the activity, the trainer should explain the pros and cons of social networks.</p>
Additional remarks	<p>Alternatively, instead of pictures, the trainer can show a film on social media and start a discussion about it afterwards:</p> <ul style="list-style-type: none"> • E.g., What is social media? http://www.youtube.com/watch?v=jQ8J3IHhn8A SOCIAL MEDIA 2013: STATISTICS AND TRENDS: http://www.youtube.com/watch?v=5yxuljHX09I (only English; 2:18 min)

Activity Nr.	Activity 11
Activity Name	Use and risks of social media
Type of Activity	Group activity
Duration	90 minutes
Learning Objectives	<ul style="list-style-type: none"> The participants will learn about the risks and opportunities of social media; at the same time, they will learn how to use the Internet.
Description	<p>The trainer should explain that risks and the use of social networks are manifold. In order to establish awareness of both aspects, the participants will first research on the Internet and collect relevant information.</p> <p>The trainer should split participants in groups (of about 3 to 4 people). The first task is to research the risks and opportunities linked to Facebook (30 min.). Afterwards, each group should present its results to the whole group.</p> <p>After the trainer should introduce Pro and Contra discussion and inform the participants to start a discussion using the arguments the small groups have prepared earlier and convince the rest of the group of the risks and advantages (30 min.).</p> <p>After the discussion, the trainer should introduce Frame game and that the participants should find the results using the Frame game method. The trainer should give each group an envelope on which one question is written. Then, the relevant group should answer the question, write the answers on cards and puts these into the envelope. 2nd round: the envelope should be passed on to the next group. Each group will get a new envelope with a question. The new question on the envelope should then again be answered jointly by the group. The result should be again written on cards and put into the envelope. There should be 4 rounds in total (depending on the group size). After round 4, each group should have an envelope they then open. Each group should summarise the results and present them to the large group (30 min.).</p>
Additional remarks	<p>Possible questions that trainer can include in the envelopes for Frame game are:</p> <ul style="list-style-type: none"> Why are social networks such as Facebook so popular? How can you protect yourself against cyber mobbing? What risks on the Internet does the media report on most frequently? How can you protect your privacy in Facebook? What reasons are there for you not to set up an account in Facebook?

Activity Nr.	Activity 16
Activity Name	Cultural Observation
Type of Activity	Energizer
Duration	20 minutes
Learning Objectives	<ul style="list-style-type: none"> The participants will improve their observation skills and increase their awareness about cultural aspects.
Description	<p>The trainer should divide the participants into two groups, and proceed with the following steps: They gather the first group, in front of the second group. The second group has to look at the first group for 5 minutes, focusing on how they are dressed and the details of their look.</p> <p>After 5 minutes, the second group has to leave the room. Once out of the room, the members of the first group have to change ten things they have on them, but they cannot change things that are out of sight.</p> <p>When the second group returns, its members have to observe for 5 minutes the team members of the first group and note the changes.</p> <p>To save time alternatively participants may stand back-to-back in pairs and have to describe each other's clothes and appearance.</p> <p>The two groups switch roles and follow the same steps.</p>
Additional remarks	NA

Activity Nr.	Activity 17
Activity Name	Decentering exercise
Type of Activity	Individual and group activity
Duration	60 minutes
Learning Objectives	<ul style="list-style-type: none"> • The participants will explore their own cultural framework, values and norms. <p>Firstly, the trainer should introduce the exercise to the participants and ask them not to look at the photos on the walls yet. Or they can be pinned on several pinboards which will be turned around later. Then the trainer should ask the participants to look at the photos and choose the one that causes the strongest emotional reaction in them. The reaction may be positive or negative; we are only looking for the strength of the reaction. The trainer should encourage the participants to make choices based on “gut feelings” rather than in-depth reflection.</p> <p>It is important to allow the participants to look at the photos and pick one. When the selection is made, participants will need to stand by the photo they have chosen.</p> <p>Then the trainer should ask participants to take the selected photo and sit at a table. The trainer should provide paper and pens for them. If more than one person has selected the same photo, they can sit at the table as a small group, but they should work individually.</p>
Description	<p>The participants should answer the following questions on their paper sheets, working silently and individually:</p> <ul style="list-style-type: none"> • What is/are the element(s) in the photo that triggered your reaction? • Describe the photo (do not interpret, do not make hypotheses, simply describe what you can objectively see); • What emotions has the photo stimulated in you? What do you feel when you look at it? • Which values/norms are questioned by the photo? The values should be expressed positively (e.g., if they think about “inequality”, then they should write “equality” as that would be their value). <p>Then the participants should get back to the big group and should present their answers to the questions. Following the correct sequence is key to the success of the exercise.</p> <p>While they answer, the trainer should take notes on the flipchart paper according to the three columns. The trainer should support participants in identifying any further emotions, and especially values, and support them in going beyond the superficial level.</p>

Additional remarks	<p>Other participants who had not chosen the photo that is being discussed can also add to what the presenter says, after each column has been presented.</p> <p>The trainer should facilitate the discussion going photo by photo, and at the end of the discussion about each of the photos, the trainer should ask the participants to try and guess what the values of the person in the photo may be.</p> <p>At the end, the trainer should ask the participants what they thought about the activity. What have they learnt about themselves? What have they learnt about gender stereotypes from this activity? It is important to encourage a reflection about the cultural aspect of stereotypes.</p>
	<p>The trainer should print selected photos and hang them on the walls of the meeting room. The trainer should explain the instructions of the exercise before the participants start looking at the photos. Beforehand the trainer should prepare a flipchart paper/write on the white board the following 3 columns: a. objective description of the photo; b. your feelings and emotions; c. values and norms.</p>

Activity Nr.	Activity 18
Activity Name	Nice Talk
Type of Activity	Pair/ group discussion
Duration	30 minutes
Learning Objectives	<ul style="list-style-type: none"> • The participants will understand the concept of inclusive language. • The participants will increase their skills in using inclusive language and being able to identify inappropriate phrases and words that can discriminate and are unacceptable. • The participants will improve their communication skills and increase their empathetic practice.
Description	<p>The trainer should explain to the participants that language reflects our thoughts, ideas, beliefs, concepts and feelings. There are expressions and idioms that are used to characterize diverse groups on a negative and discriminating way. These words are mostly based on stereotypes.</p> <p>Then the trainer should invite participants to create a circle with the group or shape pairs. The trainer should encourage participants to talk to each other with kindness, compassion and honesty and without stereotypes or cliché. It is important to explain that complimenting a special charm gives courage to others but participants can also say other things that help connect with others. E.g. "When you talked about your family before, I just realized how similar our parents were."</p>
Additional remarks	NA

Activity Nr.	Activity 19
Activity Name	Multicultural working and learning environments
Type of Activity	Self-assessment questions or pair/ group discussion
Duration	40 minutes
Learning Objectives	<ul style="list-style-type: none"> • The participants will learn how to work across cultural boundaries. • The participants will be motivated to seek out diverse work teams. • The participants will strengthen their self-awareness and self-reflection skills.
Description	<p>The trainer should explain to the participants that each workplace has its way of things and culture. The trainer should invite participants to check the following list and how close these statements are to their ideas (a lot/ yes/ somehow/ not at all). It is important to explain that it is a self-assessment tool and that they are not assessed by any person or organisation here.</p> <ul style="list-style-type: none"> – I am interested in learning about people from different places and cultures. – I am happy working in a diverse environment. – I am not interested in socialising with people with different cultural background. – I am currently working in a multicultural environment. – I like and learn foreign languages. – Traveling is a great opportunity to get to know other people and cultures. – When someone expresses opposite opinion to mine, I get angry or frustrated. – I can easily find my way with people of diverse background in professional and private life. – Sometimes/ I used to volunteer at organizations supporting migrants/minorities. – Other people say that I have the ‘talent’ to communicate easily with all kind of people. <p>After the self-assessment the trainer should invite participants to reflect in a bigger group based on the following questions:</p> <ul style="list-style-type: none"> – What are your conclusions? – What/ who motivates you? Discuss it with your group and reflect on differences! – Give examples of your personal experiences to the above. <p>Finally, the trainer should invite participants to make a network or communicate more with people with diverse background.</p>
Additional remarks	NA

Activity Nr.	Activity 20
Activity Name	I am a tourist
Type of Activity	Pair/ group presentation and discussion
Duration	50 minutes
Learning Objectives	<ul style="list-style-type: none"> • The participants will be able to change their perspective and see the host country/ city/ village with the “eyes of a tourist” boosting their optimism. • The participants will strengthen skills like curiosity, observing, planning, management and intercultural skills, • The participants will deepen knowledge about the cultural and environmental heritage of their host country and community.
Description	<p>The trainer should explain to participants that sometimes, we are stuck in our own worries and thoughts and hence not able to see and appreciate people and nice things or grab opportunities that are already part of our daily lives. Playing a tourist suddenly means that we are in the country voluntarily, our mobility was not forced, we had the time to ask or read about the country, its historical, archaeological sites, museums, people, traditions. We are here to have fun to meet new people and see new places and relax. Maybe we have already gathered culinary tips from friends or the internet. We may have the chance to visit a sport event (ea. Classical Marathon in Greece). The trainer should explain to participants to get prepared: they have only one day to make the best of it and go around their city/ village/ district as a tourist. They can make plans together with friends, too. Then they should make presentation to the group.</p>
Additional remarks	<p>Other options for playing:</p> <ul style="list-style-type: none"> • Plan a bus trip somewhere within 150 km from your current home. • Plan a daily trip with sport activity • Plan a cultural city program. • Plan a 4-hour walking tourist program that costs less than 10 euro.

Activity Nr.	Activity 21
Activity Name	Ministry of All People
Type of Activity	Pair/ group presentation and discussion
Duration	20 - 40 minutes depending on group size
Learning Objectives	<ul style="list-style-type: none"> • The participants will become aware of personal human rights and opportunities arising from them. • The participants will deepen knowledge on diversity, boost creativity and develop researching skills.
Description	<p>The trainer should explain the following scenario to the participants:</p> <p>A new ministry is just established in your host country. Its name can be “Ministry of All People” or you can come up with a more interesting name. You are appointed to work either as the Minister or an Advisor of the Minister in it. (Your choice)</p> <ul style="list-style-type: none"> – Who would work in it? – What would be the main responsibility of this Ministry? – Where would it be? – What language(s) would be used in the Ministry? – Why would it be better, than the existing Ministries? – Can you name the Ministry/ies responsible for migration or inclusion in your host country? – Could you name other offices or organisations supporting migrants or people’s inclusion? <p>The trainer should facilitate the discussion</p>
Additional remarks	Before implementing the activity, the trainer should read again what is included in Diversity.

Activity Nr.	Activity 22
Activity Name	Respond, not react
Type of Activity	Pair/ group discussion
Duration	20-40 minutes depending on group size
Learning Objectives	<ul style="list-style-type: none"> • The participants will learn about value system and universal values, and that human rights are not cultural relative. • The participants will understand that difficult people are everywhere but one can remain calm and polite always - this, in turn, will make one stronger and more resilient.
Description	<p>The trainer should explain to the participants that not everybody is easy-going or willing to cooperate. If they are with someone, who is being difficult, not motivated, or threatening, it is important to stay calm, keep the self-esteem. Answering to anger with anger is not helping. Being polite is borderless and universal and has nothing to do with our cultural background. It's important to realize that <u>not all conflicts or disagreements are related to one' s cultural self.</u></p> <p>The trainer should explain that it is important to use calmness, facts, logic to assert own position.</p> <p>The trainer should invite participants to try this strategy: someone pretends to be angry with you and each participant should try out three (3) different responses:</p> <ul style="list-style-type: none"> - angry - extremely sorry and tearful - logical, polite, stating your case. <p>The trainer invites participants to note the differences they feel. Then, to remember a time, when they could be more polite or calm with someone and what would they had done differently? (The other side of the same coin).</p>
Additional remarks	NA

Activity Nr.	Activity 23
Activity Name	Brainstorming for earning trust
Type of Activity	Brainstorming activity
Duration	20 minutes
Learning Objectives	<ul style="list-style-type: none"> The participants will learn what a mentor can do to earn the trust of and to establish a good relationship with their mentee.
Description	<p>The trainer should facilitate the brainstorming activity with the large group using the following question: “What can a mentor do to earn the trust of and to establish a good relationship with their mentee?”</p> <p>The trainer should take feedback on a flipchart.</p> <p>The trainer should summarize and explain the points covered, as well as should include any other relevant points that have not been covered.</p>
Additional remarks	<p>Example that the trainer can present to the participants as an inspiration:</p> <p>- Attend – Attending on time for every meeting and showing that you are doing your best to make things work demonstrates to your mentee that you care and that they are worth caring about.</p>

Activity Nr.	Activity 24
Activity Name	Life skills in mentoring
Type of Activity	Group activity
Duration	20 minutes
Learning Objectives	<ul style="list-style-type: none"> • The participants will explore what life skills can be developed through mentoring.
Description	<p>The trainer firstly should ask participants what they think is meant by the term “life skills”? Following a short discussion, the trainer should refer to definitions in the context of the preceding discussion.</p> <p>Then the trainer should place flipchart and marker pens around the room and split participants into groups to discuss and answer the following question:</p> <ul style="list-style-type: none"> – What life skills are developed through participation in mentoring? <p>Then the participants should feedback their answers to the larger group. Questions for further points of enquiry during the activity might include:</p> <ul style="list-style-type: none"> – Consider what benefits that can be derived (physical, mental, emotional, social) from participating in mentoring? – Consider what benefits to be derived from being part of a team? – Consider what benefits to be derived from dealing with challenges or failure?
Additional remarks	<p>Discussions around what life skills might be developed through mentoring might include:</p> <ul style="list-style-type: none"> - Self-Regulation - Work Ethic - Social Skills - Emotional Control - Leadership - Perseverance - Respect - Independence - Taking Responsibility - Problem-Solving - Teamwork – Discipline

Activity Nr.	Activity 25
Activity Name	Teaching Life skills
Type of Activity	Group activity
Duration	30 minutes
Learning Objectives	<ul style="list-style-type: none"> The participants will explore strategies that might be implemented to teach or promote life skills.
Description	<p>The trainer should first divide participants in smaller groups (4-5 participants) and ask them to reflect individually, discuss together and answer the following question:</p> <ul style="list-style-type: none"> What Strategies Can Be Used to Teach/ Encourage Life Skills Through mentoring? <p>Then the participants should feedback to larger group. Questions for further points of enquiry during the activity might include:</p> <ul style="list-style-type: none"> Think about the benefits and skills that you have gained from engaging in mentoring. In what ways did mentoring develop these skills? Think about benefits you have observed in others. How did mentoring contribute to this? What factors do you think might influence the transfer of life skills from mentoring to other aspects of a person's life? <p>Then the trainer should debrief on participants' responses and should outline that this is neither an exhaustive nor a definitive list, but just an example of how life skills might be developed in the mentoring context.</p>
Additional remarks	<p>Discussions around what strategies could assist with the development of life skills might include:</p> <ul style="list-style-type: none"> Encouraging Autonomy & Decision Making Offering Roles of Responsibility Offering Opportunities to Demonstrate Skills Praising Demonstrations of Life Skills & Making Use of 'Teachable Moments' Modelling Good Behaviour (e.g., Respect for Referee) Linking Between Sport & Life Where Possible (e.g., Work Ethic in Sport and Work Ethic in Life) Goal Setting Team Discussions

Activity Nr.	Activity 26
Activity Name	About emotional and mental health
Type of Activity	Group activity
Duration	20 minutes
Learning Objectives	<ul style="list-style-type: none"> The participants will explore the distinction between emotional and mental health and provide a rationale for having a specific focus on the emotional and mental health needs of their mentees.
Description	<p>The trainer should break the group into pairs and should give each pair a flipchart paper. The participants in pairs should (i) write their own definitions of emotional and mental health; and (ii) provide rationale for having a specific focus on the emotional and mental health needs of mentees.</p> <p>They should feedback and discuss answers within the larger group.</p> <p>Then the trainer should explain to the participants what are the official definitions of emotional and mental health as well as explain the rationale for having a specific focus on the emotional and mental health needs of mentees and discuss in the context of the participants own responses.</p> <p>The trainer should conclude this activity by emphasising the potentially important role that mentors can play in supporting the emotional and mental health needs of mentees within the wider context of best practice approaches to engaging mentors and mentees around emotional and mental health.</p>
Additional remarks	NA

Activity Nr.	Activity 27
Activity Name	Improving emotional and mental health
Type of Activity	Group activity
Duration	20 minutes
Learning Objectives	<ul style="list-style-type: none"> The participants will reflect and consider how they can contribute to improving and maintaining mentees emotional and mental health, including 'resilience'.
Description	<p>The trainer should break the participants into groups of 3 and should give each group a flipchart paper. The participants in groups should reflect on their learning so far – particularly in relation to Positive Development and to discuss how these strategies might be used to support their mentees emotional and mental health. The trainer should facilitate feedback and discussion around the answers within the larger group. Then the trainer should introduce the concept of 'resilience' and how resilience can be built.</p> <p>Finally, the trainer should remind participants of their limits/boundaries in their role as mentors and to adhere to safeguarding guidelines.</p>
Additional remarks	<p>Safeguarding guidelines might include, but not limited to:</p> <ul style="list-style-type: none"> Check with establishment you are working for as to what their safeguarding rules are before you undertake any mentoring work You must have a criminal records/vetting check to work with young people Do not offer confidentiality to any mentee Anything that makes you scared report it Keep notes – incident, time and date.

Activity Nr.	Activity 28
Activity Name	Discussing about emotional and mental health with a mentee
Type of Activity	Group activity
Duration	30 minutes
Learning Objectives	<ul style="list-style-type: none"> The participants will explore potential avenues or approaches to discussing emotional and mental health issues with your mentee.
Description	<p>The trainer should divide participants in groups of 4-5 and provide each group with a different Case Study Scenario (examples are provided below, but trainer can come up with his/her own proposals). Participants should apply the 7 Questions Framework to the practice of mentoring on emotional and mental health issues.</p> <p>7 Questions framework</p> <ol style="list-style-type: none"> How are things? What's going well? What's not going well? Is there anything you need to do? Is there any support you need? What's one step you might take? What difference might it make? <p>The trainer should provide 30 minutes for group work and then 20 minutes for the discussion in a larger group. To start the discussion in the larger group the trainer has two options: Either to ask what was challenges about analysing the case and what was rather easy? What stuck out? Or ask each group shortly present their "finding" about each case? Tell the group what they shall present before sending them to small group work.</p>

Additional remarks

CASE STUDY 1

David is a 16-year-old participant on an after-schools programme. Despite being well able at school, he is considering not taking his exams. He is having problems at home and spends a lot of time on his Xbox. He participates effectively in the after-school activities if his two close friends are there. You have noticed that he is being bullied by two older boys in the group, who are pressurising him to bully others.

- Important points: Confidence, Connection, Character
- Example Life Skills: Managing Stress/Anxiety, Social Interaction, Independence & Social Conscience
- Example Strategies: (I) Linking between mentoring and life (dealing with pressure situations); (II) assigning him to groups that includes one of his friends and boys with similar interests to encourage social interaction; (III) team discussions around bullying and the importance of standing up for what is right

CASE STUDY 2

Lisa is a 15-year-old participant on a Scientific Lab Programme and considers herself the “joker” of the class. She participates well in all activities but struggles to master tasks. She appears indifferent about any long-term plans and struggles to keep focus on even short-term goals. She says she is not sure what she wants to do when she finishes school.

- Important points: Competence, Character
- Example Life Skills: Goal Setting, Staying Focused, Responsibility
- Example Strategies: Develop a goal setting strategy; team discussion on importance of goal setting in mentoring and in life; reduce complexity of tasks and the time assigned to focus
- on tasks, gradually increasing over time as he begins to experience more success; offer roles of responsibility that are achievable.

CASE STUDY 3

Sam is a 17-year-old participant on a Sewing skills development programme and is very prone to emotional outbursts. He struggles to accept any feedback or criticism. He displays disruptive behaviour and keeps making comments when the leaders are talking. He is bullying David and pressuring him into bullying others.

- Important points: Caring; Character
- Example Life Skills: Emotional Control; Accepting Feedback; Respect; Collegiality
- Example Strategies: Linking importance of emotional control in mentoring and in life; reinforcing point of critiquing behaviour not person, offering opportunities to critique others thereby learning the value of feedback; highlight that everyone deserves to be respected – hence the importance of treating others with respect; highlight importance of teamwork which also encompasses treating teammates fairly and with respect.

8. FURTHER READING

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The stages of DMIS is a continuum that ranges from ethnocentric to highly ethnorelative (Cushner, McClelland, & Safford, 2012, p. 155). The DMIS was designed by the theory that cultural awareness is accompanied by improved cognitive sophistication (Cushner, McClelland, & Safford, 2012, p.155). This model is acceptable for both children and adults as they progress through cross-cultural sensitivity.

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UNESCO, (2006), Section of Education for Peace and Human Rights, Division for Promotion of Quality Education, Education Sector: UNESCO Guidelines on Intercultural Education, Paris

Vidali, Eva & Adams, Leah D. (2006). Challenges of Globalization: Changes in Education Policy and Practice in the Greek Context, The Childhood Education

Noriss, J and Watanabe, Y. (2007). Understanding and assessing intercultural competence: A summary of theory, research and practice

9. SOURCES

TANDEM NOW Curriculum for mentors training. Available from: <https://cesie.org/en/resources/tandem-now-curriculum-for-mentors-training/>

SUPEER Booklet Collection on Concepts and Methodologies. Available from: <https://supeer.eu/>

SSams - Sports Students as Mentors for Boys and Young Men - TRAIN THE TRAINER materials. Available from: <https://sportsmentors.eu/>

10. ANNEX – GUIDELINES FOR FOSTERING INTERCULTURAL UNDERSTANDING AND SOCIAL INCLUSION

“When everything is done and said, you look around and everybody looks the same, you did it wrong.”

Rosado

The **Guidelines for Fostering Intercultural Understanding and Social Inclusion** acknowledges the concept that society is diverse and **diversity is an opportunity** and not an obstacle. As an inclusive project, **3steps** celebrates human uniqueness and all kinds of diversity¹. An intercultural mindset is a must for all in our interdependent and multicultural² world. The Guidelines provides a proactive and practical guide to mentors **on intercultural and diversity related topics**.

Note to Mentors

The goal of the 3Steps Project is **to** provide **knowledge** and to **empower You**. You will develop and strengthen your **intercultural competence**, **learn about bias** (yours and others) and gain experience in **facilitating interactive learning processes**, which can become a part of your professional profile. However, as an intercultural mentor, you are already expected to be motivated, enthusiastic and committed to be a part of social change and work with young mentees, who need support and guidance towards their inclusion. Change starts with you!

During your mentoring:

- Use inclusive language
- Model socially inclusive behaviour
- Have a non-judgemental attitude
- Find common ground for your mentees

¹ This document is designed to support young people with migrant and minority background. However, the 3steps consortium’s understanding of diversity is not based on ethnic diversity only. The partnership believes that everyone’s culture is complex and unique and reflects – beside cultural features – their worldviews, norms, values, abilities, etc.

² **What Is Multiculturalism?** According to Rosado, C. (1986): Multiculturalism is a system of beliefs and behaviours that recognizes and respects the presence of all diverse groups in an organization or society, acknowledges and values their socio-cultural differences, and encourages and enables their continued contribution within an inclusive cultural context which empowers all within the organization or society. Source: https://www.academia.edu/279610/What_Makes_a_School_Multicultural

- Give space and time for participants/ mentees ideas and questions
- Celebrate mentees' success and strengths
- Make it clear for your mentees: this mentorship is to support THEM in both professional and personal life.
- For each tool it is described how to implement it. However, you are free to modify or simplify them partially, based on your experiences and the needs of your group/ mentee.

THEORETICAL BACKGROUND

I. An attempt to define culture

In the academic disciplines, many different definitions of culture exist; they are, however, not always based on an open and flexible cultural term. Nieke offers a useful definition of culture by describing it as “the entirety of collective interpretive patterns of lifeworld”.

This definition does not limit culture either to ethnicity, language, or the notion of a nation, and neither does it limit itself to the borders of a country. Rather, many different cultures exist within one nation or one state that can be described as partial cultures, subcultures, milieu or lifeworld. Leiprecht points out the hybrid character of culture and states that

“Cultures in general do not represent any static or homogenous entities, but they are rather unfinished, processual and heterogeneous. The borderlines demarcating the special ways of living of a group or society are therefore not clear at all but rather diffuse. Cultures are open systems allowing for changes, adaptations and overlaps.”³

In this sense, cultural identity becomes a lifelong challenge that has to be struggled for individually and collectively over and over again.

“Individuals come to terms with themselves and their living conditions, define themselves and others anew over and over again and, this way, create their identity by reshaping their “maps of meaning” and the cultural material already created according to current living conditions.”⁴

³ Translated from the German version, see Leiprecht 2004, p. 15.

⁴ Translated from the German version, see Hinz-Rommel, p. 48.

This concept of culture considers the human being to be a cultural creation and cultural creator at the same time. Here, culture is described as a plan of orientation and a map by means of which people orientate themselves in their environment. This map however not only consists of meanings we attribute to actions and things, but also of basic ideas of the world and how it should be.

In the following, intercultural training concepts are looked at more closely in order to then give recommendations on how to conduct intercultural training modules.

2. Intercultural trainings in current discussion

Increasing globalisation is having an effect on people and is reflected in the growing complexity and variety of individuals. Traditional intercultural trainings have not met the requirements of this change for a long time now as they aim at imparting a feeling of security in intercultural encounters. Intercultural competences⁵ are the “cure” that solves conflict situations. These competences include the theoretical knowledge of culture and the teaching of cultural differences. Frequently, the models⁶ by Hall, Hofstede, Trompenaars and Thomas are used here⁷ which are all based on three essential assumptions.⁸ Cultures are clearly distinguishable from each other, show the structure of an onion and it is therefore hard to change them at the core.

Here, it becomes clear that the basis of the common theory models is an old concept of culture which does not take the changes in the world and the impact on society into consideration, as already mentioned at the beginning of the chapter. Leiprecht (2004) also criticises these models as a simplification of complex issues is taking place here. Furthermore, he sees the idea of removing prejudices against “others” through acquiring knowledge as problematic. Here, it is not one’s own perception and thought structure that is being questioned but rather the “otherness” of others. Cultural forms of behaviour always have to be analysed in their social context.⁹ On the other hand, concepts such as transculturality or hybridity describe cultures as a process that can only emerge through encounter and mixing with the “other”.⁴⁰

⁵ Target dimensions of intercultural competence are of cognitive, affective and behavioural nature (Sama 2012, p. 43).

⁶ Because of the shortness of this paper, single models cannot be discussed.

⁷ Compare Sarma 2012, p. 43.

⁸ Compare Breidenbach/Nyiri 2008.

⁹ Compare Kalpaka/Räthzel 1990, p. 49f. ¹⁵ Compare Sarma 2012, p. 46.

These concepts are based on a constructivist notion of culture. In case of the latter, multiple affiliation is referred to (e.g., nation, region, religion, work, city, rural areas, social class, subculture, etc.) which should be reflected in intercultural concepts.¹⁰

Here, the question arises of how far it is possible at all and/or how much sense it makes to impart an ostensible security in cross-cultural situations if the assumption is that culture is dynamic and changeable. What is required is rather “competence in not having competence”¹¹ in this case; or maybe the lack of knowledge can be defined as a constructive moment in order to take successful action. According to Mecheril, faux pas or insecurities cannot be avoided through trainings.¹² Friedmann and Berthoin Antal⁴⁴ go one step further and see enormous learning potential in “Embarrassing moments”. Based on the approach of “negotiating reality”, manifold action strategies are necessary in order to successfully master intercultural interactions. This requires a certain degree of sensitiveness and knowledge of the cultural characteristics of the other which implies active cultural self-reflection and the ability to engage with others. Moreover, it takes courage to explore new paths and see things with different eyes and to continuously question one’s own way of seeing things.⁴⁵

3. Recommendation for action

As a conclusion drawn from the theoretical discussion above, in the design of intercultural trainings, it is important that the basis is an open, dynamic and flexible concept of culture which takes the increasing globalisation processes, the complexity of individuals and their multiple affiliations¹³ into account. It should therefore not be the general aim of intercultural training to impart security in intercultural interaction, but to rather acquire techniques (of observation) that make it possible to understand and interpret cultural actions and to create awareness regarding one’s own cultural affiliation. In addition to “values” and “stereotypes”, the subject of “power and power asymmetries” is a further important module for intercultural trainings. Time and again, it is just those people from other cultural spheres who experience discrimination and racism from mainstream society in Europe. Here, some awareness for different dimensions of power should be developed.

¹⁰ Motakef 2000.

¹¹ Mecheril 2010

¹² Compare Sarma 2012, p. 57. ⁴⁴ Friedmann/Berthoin Antal 2005 45 Ibid, p. 69 ff.

¹³ Compare Koch 2008.

By means of the **Developmental Model of Intercultural Sensitivity**¹⁴, adequate methods can be selected according to the relevant target group. The basis of Bennett's theory is the subjective experience of the individual in forming and interpreting his or her reality. The model is divided into Ethnocentrism and Ethno-relativism.

DEVELOPMENTAL MODEL OF INTERCULTURAL SENSITIVITY

Experience of Difference					
Ethnocentric Stages			Ethno-relative Stages		
Denial	Defence	Minimization	Acceptance	Adaptation	Integration

It is recommendable to plan at least 2 hours or even a half or a whole day of training for the topics of culture intercultural approaches and how it is perceived. Generally, it should be assumed that the intercultural learning process is a **lifelong process**. The exercises described can only be a first impetus for culturally sensitive modes of action.

For advanced trainings, it is recommendable to deal also with stereotypes, power and racism. The topics mentioned cannot be dealt with in this Curriculum, although we are aware of their importance.

4. The foundations of Inclusiveness

Key words:

Migration, diversity, equality/inequality, inclusion/ exclusion, identity, dignity, cultural differences, human rights, belonging, community, society, xenophobia, resilience, European Union

When talking about **factors affecting migration**, firstly, global trends have to be considered. Changes and transition effects everybody, however, some people are more disadvantaged - elderly, youth, migrants, women, non-traditional families or the combination of these - , therefore more vulnerable to current changes the world is seeing now. The main **types of transition** can be listed as follow: (1) economic, (2) demographic, (3) spatial, (4) knowledge and ICT.

¹⁴ Bennett, Milton J. 1998, p. 26.

Transition and moving population have been phenomena from the beginning of human existence and have resulted in global diversity. **Diversity refers to the wide range of human qualities, within a group, organisation or society and includes ability, age, ancestry, culture, ethnicity, gender, gender identity, family dynamics, language, race, religion, sexual orientation, and socio-economic status.** Diversity has two dimensions: the primary (mainly biological and usually visible: age, gender, race, ethnicity, social class, disabilities), and the secondary (sociocultural and usually invisible: language, education, values, occupation, culture, learning styles, etc.). Having as a starting point that our society is diverse, it's important to be aware of the different **models of co-existence** – showing how much (or not at all) the majority shares resources, opportunities and power with minorities. A model of 4 “bubbles” divided into (1) Exclusion, (2) Segregation, (3) Integration (4) Inclusion is used to this end.

Social exclusion is a complex and multidimensional process, not limited only to poverty, material deprivation and access to economic resources. **Identity driven exclusion** is on the rise both globally and in Europe and it can contain race, religion, ethnicity, gender, age, disability, nationality/migrant status (refugees, undocumented migrants, unwelcome migrants). In an attempt to set the foundations of **social inclusion**, it has been recognised both in the corporate and individual world - including research, education and entrepreneurship - as one of the three main pillars of **sustainable development**:

1. Economy (growth, efficiency)
2. Environment (resources, wastes)
3. Society (Social Inclusion, Empowerment, Inclusiveness)

So, **what** is social inclusion? And why is it important? Social inclusion can be defined as follows: The process of improving the terms for individuals and groups to take part in society. The process of improving the **ability, opportunity, and dignity** of people disadvantaged on the basis of their identity.¹⁵ It is important for all, as only through inclusion we can eliminate poverty and conflicts at global, European and local level.

When answering the question: **Including in what?** The answer has to be concrete and complex, referring to **economic, social, political and cultural life** and to **all levels** of society (individual, household, group, community, country, global.) There are three (3) main domains of inclusion:

¹⁵ Kamur, A.

(1) spaces, (2) services, and (3) markets. Spaces can be physical, political, cultural, services are related to information, social protection, education, health, and markets include access to housing, labour, land and credit.

Another crucial question to be answered is: **How to include? Human rights** are an extremely important dimension of social inclusion. Due to limited space and time, this training material cannot go into details about the subject – its role is more to raise the awareness that “migrant rights” or minority rights” are universal human rights. All people must be treated as equal and with respect: ensuring they have the **ability**, opportunity and dignity, when being included.

It is important to note that the 3steps partnership shares and supports the idea of **self-identification**: each person has the right to identify their own culture(s) and identity.



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