

Experimentation track: **mentoring**

	<b>Bulgaria</b>	<b>France</b>	<b>Germany</b>	<b>Italy</b>	<b>Switzerland</b>
<p><b>Context of the Pilot</b></p> <p>Actors involved in the experimentation (which kind of organization? With which role?)</p>	<p>The experimentation involved various employers, mostly SME owners and job placement intermediaries, NGO representatives. They were all interested in recruiting migrants for their specific competences and the value they could potentially bring to their businesses</p>	<p>Associations working for migrants' social and professional inclusion (language learning, job coaching) ; associations of young graduated migrants ; organisations working in the field of professional learning ; a companies' club (association of companies, created in order to work on social responsibility of the companies) ; an organisation working on anti-discrimination issues</p>	<p><i>Actors involved in the experimentation:</i> The Di&amp;Di training and mentoring were experimented in two contexts: - the "integration pilots": a local programme in which migrants pilot migrants through the jungle of public services - the "job coaches": a local programme for individual accompaniment into a job with a high percentage of migrant coachees</p> <p>Were involved the piloting project "Die Brücke" and "Lernnetz Berlin-Brandenburg" as coordinator for the qualification of the job coaches.</p>	<p><b>Entreprise</b> (Fiorini group) <b>Trade Union</b> (CGIL) <b>Social Cooperative</b> (Dialogos, Consorzio mestieri) <b>Associations</b> (Ass. San Lorenzo, Ass. Pensiero e Azione, Ass. San Martino, Papa Giovanni XXIII) <b>Public Offices</b> (Foreigner's Council)</p>	<p>Organization working for migrants' social and professional inclusion (language learning, job coaching)</p>
<p><b>Target group</b></p> <p>Profile of participants (ex. : Gender, age, role in the organisation, etc...)</p>	<p>Migrant entrepreneurs organisations Small own businesses Journalists /media representatives Employers with migrant</p>	<p><u>Basic quantitative indicators:</u> 25 tutors attended the mentoring: 13 participants to the 1st cycle, 15 to the 2nd cycle, some of the tutors</p>	<p>The mentoring was tested with two different groups: <b>1.</b> 13 employees of a semi-public network of counselling offices for</p>	<p><b>Gender:</b> M= 4 F= 10 <b>Age:</b> Between 25 and 45 <b>Nationality:</b> Italy , Chile <b>Organisations:</b> Fiorini Group : 1 ( HR manager)</p>	<p>-Counselors for job seekers with migrants -Jobcoaches who work with migrant jobseekers and internal migrants Recruitment agencies</p>

	background	<p>attended both the cycle)</p> <p><u>Profiles of the mentors:</u> Professionals or volunteers of the associations: trainers, job counsellors, project managers, coordinators, representatives, and a jurist. Some of them personally concerned by discrimination and having a migration background.</p> <p><u>Gender balance:</u></p> <ul style="list-style-type: none"> <li>- 1<sup>st</sup> mentoring cycle : 11 women / 2 men ;</li> <li>- 2<sup>nd</sup> mentoring cycle : 10 women / 6 men.</li> </ul> <p><u>Average age:</u></p> <ul style="list-style-type: none"> <li>- 1st mentoring cycle: 35/40</li> <li>- 2nd mentoring cycle the half of the group is between 25 and</li> </ul>	<p>migrants (“Die Brücke”); in charge of developing and coordinating the multinational and multilingual counselling teams of “integration pilots”; most of them with migration background themselves (a 3-days-seminar with one group of 13)</p> <p><b>2.</b> 15 “job coaches” in charge of individually matching job seekers with companies and accompanying them into the work place; working for social associations and for companies; non of them with migration background (a 1-day-seminar with two groups of 7/8)</p>	<p>Municipality of Forlì: 1 (Foreigner’s Council) Ass. San Lorenzo: 1 (President) Ass. Pensiero e Azione: 3 (volunteers) Ass. San Martino: 3 (employees) Papa Giovanni XXIII: 3 (employees) Dialogos: 1 (employee) Consorzio e Mestieri : 1 (employee)</p> <p><b>Professional profile:</b> HR director 1, volunteer 3, Public office employee 1, Social Cooperative employee 2, Association employee 7</p> <p><b>Language skills:</b> high level of Italian</p>	<p>Trade unions Companies</p> <p><u>Basic quantitative indicators:</u> 17 tutors attended the mentoring:</p>
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		35 / the other half between 45 and 55			
<p><b>Specific needs of the target group</b></p> <p>Reasons for participating (explicit needs)</p> <p>Implicit needs</p>	<p>Small time slots Flexible organisation Have intuitive knowledge of the topic They “know” already Need the wording</p> <p>Pursuit of specific skills and competences and intuitive expectation that immigrant youth would be able to provide them Determination to enhance diversity and overcome prejudice</p>	<p>General need: strengthening their “concrete” capacity of supporting migrants’ access to the labour market by fighting discrimination: learning contents and methods, building networks with other organisations/professionals.</p> <p>Other needs:</p> <ul style="list-style-type: none"> <li>- Communicate on their own tools/methods</li> <li>- Share their knowledge of difficulties faced by migrants</li> <li>- Share concrete experience and ask for advice</li> </ul> <p>Needs identified through discussion with the participants.</p>	<p><i>Main reasons for participating:</i></p> <p><b>Group 1:</b> To gain new ideas for how to introduce new team members to their work and how to lead a team.</p> <p><b>Group 2:</b> To take “all you can get” to improve the own work as job coach; to improve one’s own behaviour and communication in interaction with migrant job seekers</p> <p><i>Implicit needs:</i></p> <p><b>Group 1</b> (identified by their project leader): How to communicate in a multicultural work setting; how to deal with discrimination and mobbing at the work place / within the team; how not to discriminate as team coordinator</p> <p><b>Group 2</b> (identified by the trainers): to have a break</p>	<p>Social sector is at the front and left alone Their employment situation is precarious They need counselling skills and more professional tools</p>	<p>Better general knowledge of the topic Reflect on what is discrimination and what is not in the concrete working situations strengthening their “concrete” capacity of supporting migrants’ awareness on the topic and “action” prospective short time availability have concrete instruments</p>

			from daily work, to step back and reflect one's own daily work, to exchange with others who have similar experiences, to sort out realistic aims for their work and strategies to keep professional distance		
<b>Learning outcomes</b>  Knowledge  Skills  Understanding and attitudes	Share their experiences  How to approach difference Intercultural communication skills Recognition of a new niche of opportunities	- Contents input on anti-discrimination issues and target publics, work on real situations and on practical tools - Development of a network of professionals sharing their methods, tools and discussing on concrete situations - Direct contribution of the tutors to the program improvement	<b>Group 1:</b> <i>Knowledge:</i> - Counselling competences as strengths of the team - Discrimination: legal framework and its relevance (1) at the work place and (2) in counselling <i>Skills:</i> Communication skills such as explaining, listening, reflecting to overcome obstacles in good team cooperation <i>Understanding:</i> What can be discriminatory action or behaviour at the work place  <b>Group 2:</b> <i>Knowledge:</i> Discrimination: legal framework and its	How to approach migrants beyond language training? Share their experience with other peers Prevent burnout syndrome Find out common working conditions with others	making aware of discrimination phenomena, based on diversity, existing in Switzerland,  getting them acquainted with political and legal treatment of discrimination and diversity,  Share reactions,  identify good practices experimented to fight against discrimination, reinforce skills and competences needed to facilitate empowerment.

			<p>practical relevance (1) in coaching and (2) in the recruitment processes of employers</p> <p><i>Skills:</i> Methodological skills: peer counselling among colleagues</p>		
<p><b>Link to the di&amp;di modules</b></p> <p>Adaptations to the context and the target</p> <p>Reasons for these adaptations</p>	<p>Special topic: the value of diversity</p> <p>Different cultures and languages in the team</p> <p>3/4 discrimination: the wording</p> <p>10 empowerment</p>	<p>Each session (half-day) corresponded to five Di&amp;Di modules. The order of the modules is generally respected. Their content is adapted to French context (insisting on French legal framework and tools directly usable by the professionals; foreign cases presented as examples of best practices).</p> <p>Transfer of Diversité + innovation is ensured by:</p> <ul style="list-style-type: none"> <li>- Contents on the specific role of each kind of organisation (companies, trade unions, associations...) in anti-discrimination fight and diversity promotion, directly</li> </ul>	<p><i>Adaptations made by the trainers, and their reasons:</i></p> <p>The mentoring was embedded in the work context of each of the groups:</p> <p><i>Time management:</i> The length was adapted to the usual rhythm of qualification of the groups. In one case a 3-days-seminar, as intended by Di&amp;Di. In the other case a 1-day-seminar as part of a regular series of seminars for job coaches.</p> <p><i>Content:</i> One core topic was selected, according to the needs of the participants, which is also reflected in</p>	<p>Legal framework: 1,2,3,4</p> <p>Interactive lessons: 5,6</p> <p>The follow up: 7,8,9,10</p> <p>We tried to combine top down and bottom up teaching strategies alternating frontal lessons to workshops.</p>	<p>One full day section for matching tutor's availability</p> <p>The order of the modules is generally respected:</p> <p>The project aim and prospective; What is discrimination; how to recognize it; Which are the key elements; Fight against discrimination in Switzerland: legislation and reality; Fight against discrimination: where and how to; Which role for the coach?</p> <p>Case studies and practical intervention</p>

		<p>issued from Diversité+ survey results (contents already presented in the general European program and further developed for adaptation to the French context)</p> <p>Case studies and role-play presenting different professional situations</p>	<p>the seminar title: In one case the topic of competence-based team leading (Stärken stärken! – strengthen strengths!); in the other case sensitivity for discriminatory action or communication in daily work (Sensibel für Diskriminierung? – Sensitive on discrimination?). The Di&amp;Di-modules 3-8 were rearranged around the focus</p> <p>As for the training, the remaining modules were considered as background information resp. methodological hints and implemented as such.</p>		
<p><b>Participation methods</b></p> <p>Strategies of sensibilisation and recruitment, access to training, main problems and challenges</p> <p>Didactical strategies and methods</p>	<p>Bring together mentees and trainees</p> <p>Self-employment as an idea to support empowerment</p> <p>Games</p> <p>Mutual conversation</p> <p>More moderation/facilitation than lectures</p>	<p>Participation is developed through:</p> <p><u>Before the sessions (mobilisation strategy):</u></p> <p>- Invitation dispatched through the mailing lists of previous projects (Diversité +) and completed with contacts</p>	<p><i>Recruitment:</i></p> <p>Cooperated with existing channels/providers/networks in continuing training for a) the educational sector and b) social skills for employers and employees</p> <p><i>Didactics:</i></p>	<p>Brainstorming</p> <p>Group work</p> <p>Testimony</p> <p>good collection of the situation</p>	<p>Case studies</p> <p>Peer counselling</p> <p>PBL</p> <p>Frontal input with activation on the topic, Work on self-case studies and peer discussion on case analysis and strategies of intervention</p>

<p>(ex.: frontal lessons, workshops, role plays, etc...)</p>	<p>Employees are the experts!          Ask for their needs, expectations and doubts          Value their implicit experience          And make it visual          Through speaking of own experience and existing skills</p>	<p>of Parisian organisations working with migrants or in the field of diversity promotion / anti-discrimination</p> <ul style="list-style-type: none"> <li>- Enda's and Iriv's own networks and those created through the steering committees</li> <li>- Di&amp;Di French weblog, Enda's website and Facebook page</li> <li>- Presentations organized at the Embassy of Croatia and at the annual seminar of the AEFTI Federation</li> <li>- Bilateral meetings with key-actors</li> </ul> <p><u>During the sessions (participative approach)</u></p> <ul style="list-style-type: none"> <li>- Different kind of support materials, allowing the session to be adapted to different profiles of participants (guideline for mentors, "tutor booklet", powerpoint presentation, videos, forms...)</li> <li>- A participative pedagogical approach:</li> </ul>	<ul style="list-style-type: none"> <li>- Case discussions in peers, small groups and plenary, based on cases described by participants</li> <li>- presentation of group work results</li> <li>- individual self-assessment</li> <li>- peer counselling among colleagues</li> <li>- creative tasks: develop real tools and recommendations on the basis of one's own experience</li> <li>- role play: change of perspective in counselling</li> </ul>		<p>Value their implicit experience</p>
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		<p>discussion encouraged by key-questions after each theme, work on case-studies proposed through a “role-play” in groups, tutors are invited to share their own case studies and to implement the mentoring program with their methods and tools.</p> <ul style="list-style-type: none"> <li>- The development of informal and convivial moments (lunch, coffee breaks...)</li> <li>- A former tutor of the 1<sup>st</sup> cycle is invited as an expert and contribute to the 2<sup>nd</sup> cycle facilitation and content-giving</li> </ul> <p><u>After the sessions (networks sustainability):</u></p> <ul style="list-style-type: none"> <li>- Sharing the e-mail addresses in order to encourage further exchange</li> <li>- Bilateral meetings with mentors to reflect on possible common actions</li> </ul>			
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		<ul style="list-style-type: none"> <li>- Bilateral meetings with institutional key-actors</li> <li>- Communication on what happened during the sessions (Enda's website)</li> </ul>			
<p><b>Final remarks</b></p> <p>SWOT Analysis of the Model: strengths, weaknesses, opportunities and threats</p> <p>Lessons learned and sustainability</p>	<p><i>Strengths: brings together a diverse group of model stakeholders and generates willingness to get committed to the idea of employing migrants</i></p> <p><i>Weaknesses: the difficulty of creating an action plan due to absent practice, the difficulty to sustain the efforts</i></p> <p><i>Opportunities: training in a life-long learning perspective about these issue, flexible forms of employment</i></p> <p><i>Threats: inability to respond to the specific needs of individual participants</i></p>	<p><i>Strengths:</i></p> <ul style="list-style-type: none"> <li>- The participative pedagogical approach dynamises the session and guarantees an active involvement of the mentors. It also allows the expression of doubts/ideas/experiences by the tutors. One of the participants said: "This is the first time that I dare express my point of view during a professional training". Informal exchange is also positive since it encourages other forms and topics of discussion</li> <li>- Work on real case studies and experience feedback</li> </ul>	<p><i>S:</i> A good approach to link the field of discrimination and equal treatment with the field of labour market integration, which in Berlin is not very common yet (different actors, networks, professions)</p> <p><i>W:</i> A real exchange is missing. Participants did not really meet "the other": social workers meet experts on antidiscrimination issues, antidiscrimination experts meet employers, job coaches meet coordinators of migrant pilots etc. – to be improved</p> <p><i>O:</i> The content meets the interest of many actors in the field of job seeking and employees' recruitment</p>	<p><i>Strengths:</i> 1 tutor specialized in psychology</p> <p>High level frontal lessons</p> <p><i>Weaknesses:</i> the group could be more heterogeneous</p> <p><i>Opportunities:</i> People shared experience and contacts</p> <p><i>Threats:</i> Important stakeholders such as Municipality of Forlì, Dialogos and associations will not support the project sustainability.</p>	<p><i>Strengths: participative pedagogical approach that allows the expression of doubts/ideas/experiences by the tutors, one day section fit the professional' time availability and allow to focus on the topic</i></p> <p><i>Share they own case studies allow to integrate the "abstract" concept in the concrete daily job life and link it to their work approach, the theme fit the daily needs and experience of most of the participants,</i></p> <p><i>Weaknesses: The topic complexity would need more time to be well understand</i></p> <p><i>Opportunities: To know the local and international networks, to know the</i></p>

		<p>from the tutors make the specificity of this program compared to others. They are particularly appreciated by the participants.</p> <ul style="list-style-type: none"> <li>- The participation of migrant associations representatives is a real asset since their contributions to the discussion is specifically focussed on concrete difficulties faced by the Di&amp;Di target groups. It allowed to take into account the complexity of the real personal situations.</li> <li>- Partnerships built with the Companies' clubs create bridges with other professional inclusion programs. For example, communication made during the sessions and by the tutors around a "coaching coffee" (with</li> </ul>	<p>and can easily be adapted to specific focusses.</p> <p><i>Threats:</i> A 3-day-seminar at first glance is too time consuming for many target groups while a 1-day-seminar turned to be too to achieve valuable results.</p> <p><i>Lessons learned:</i></p> <ul style="list-style-type: none"> <li>- for Berlin, a 1-day-seminar for mixed groups (comparable to the intended composition of the steering committees) will serve as an introduction to a 3-day-follow-up to intensify selected aspects and train skills in practice</li> <li>- the transferable Di&amp;Di mentoring model should be simplified (see national report on training). It should concentrate on three dimensions: origin and relevance, main content and essential methodological guidelines.</li> </ul> <p><i>Sustainability:</i> Will become part of a</p>		<p><i>possibilities of different approach to the daily work, integrate the di&amp;di theme and approach in a more wide teaching programm</i></p> <p><i>Threats: time, lack of several exemples of anti-discrimination practices in the job seeking strategies</i></p>
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		<p>professionals coming from different firms) allowed the participation of young migrant jobseekers to this initiative, proposed by a Companies' club (IMS Entreprenre).</p> <p><i>Weaknesses:</i></p> <ul style="list-style-type: none"> <li>- Rallying the companies representatives is a particularly difficult point. The solution found is building a close partnership with companies' clubs professional, having a direct access to companies representatives.</li> <li>- The low availability of the professionals led to the choice of organising the whole program in two half days. This strategy allow having the same group following the whole program, but more time would be</li> </ul>	<p>programme to recruit and employ refugees for hotels and catering in Berlin, an initiative of the Senate of Berlin in cooperation with the Berlin employers' association of the hospitality sector</p>		
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		<p>needed for working on concrete solutions building, and action plans.</p> <p><i>Opportunities:</i></p> <ul style="list-style-type: none"> <li>- Networks-building within professionals is a real need, expressed by the mentors themselves (need to exchange on practical problems and solution, need to better understand the activity of other professionals). There is then a "market" for the Di&amp;Di mentoring approach in France.</li> <li>- The participants expressed their wish to create a network on these matters. Many of them asked for further or bilateral meetings to improve mutual knowledge and reflect on possible common projects.</li> </ul> <p><i>Threats:</i></p>			
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		<ul style="list-style-type: none"> <li>- The professional availability is an obstacle. It is difficult to keep the same participants in two sessions organised at two different moments. Availability is also a threat for long-term networks bulding.</li> </ul> <p><i>Sustainability:</i></p> <ul style="list-style-type: none"> <li>- The City of Paris is interested to the Di&amp;Di mentoring approach, particularly its “shared training” dimension and its focus on networks. The completed program will be included in the Municipality’s toolkit on anti-discrimination.</li> <li>- Enda Europe will present projects to French funders in order to ensure new mentoring sessions and a local long-term implementation of</li> </ul>			
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		<p>the mentoring approach</p> <p>Partnerships are currently developed with some of the mentors for new projects directly linked to the mentoring topics and results, focussed on anti-discrimination support and job-coaching with migrants.</p>			
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