Funded by the Asylum, Migration and Integration Fund (AMIF) of the European Union

INTEGRATED

A Learning Space For Everyone

"Promoting Meaningful Integration of 3rd Country National Children to Education - IntegratEd"

Project number: 776143

Deliverable D 2.2

Mentor's Application and Selection Procedure Guide

04/10/2018

Version 2.0

Authors list		
Author	**Partner**	**Date**
Giulia Tarantino	CESIE	04/10/2018
Versioning		
Version	**Summary**	**Reviewing partners**	**Date**
1.0	Development of the Draft version v01		03/09/2018
1.1	Review	KMOP, InteRed	21/09/2018
2.0	Final version following peer reviews		04/10/2018

The project has been funded with support from the European Commission.

The content of this publication represents the views of the author only and is his/her sole responsibility. The European Commission does not accept any responsibility for use that may be made of the information it contains.

Table of Contents

1. Introduction

The "Mentor's Application and Selection Procedure Guide" (D2.2) has been developed as part of the WP2 "Development and pilot implementation of educational support model for TCN children" of the IntegratED project.

This guide aims at providing guidelines on how to select the mentors involved in the mentoring programme and to match the mentor-mentee pairs in order to favour the most favourable inclusion process for the mentee. The guide will provide an overview of the mentor's role and the main characteristic a mentor should have to support properly a newly arrived TCN student.

1.1. IntegratED Project and its Working Packages

"IntegratED - Promoting Meaningful Integration of Third Country Nationals Children to Education" is a two-year AMIF funded project implemented by KMOP (Greece) in cooperation with CESIE (Italy), InteRed (Spain), Canary Wharf Consulting LTD - CWC (UK), KMAKEDPDE (Greece) and the European Parents Association – EPA (Belgium).

The project aims at enhancing and strengthening educational participation among Third Country National (TCN) children as well as tackling discrimination towards them in Greece, Italy and Spain as well as the whole EU.

The project's aims will be achieved by:

- Strengthening TCNs participation and academic achievements rates in Greece, Italy and Spain to ultimately improve their independence and enhance active participation to society;
- Supporting TCNs academic performance in secondary school;
- Strengthening teachers and other educational staff skills to deal with increasingly intercultural and diverse classrooms;
- Promoting and supporting TCN parents' participation in school life;
- Strengthening both TCN pupils and parents' knowledge on school education system and its functioning in Greece, Italy and Spain;
- Valuing and supporting TCNs' mother tongue and culture development and learning;
- Fostering exchange of good practices and experiences on TCN children integration in school education as well as promoting comprehensive educational support models;

- Raising awareness on education role in promoting inclusive societies and integration of TCNs;
- Advocating for increasing attention on inclusion, diversity and intercultural competencies in school education field policy making.

The project structure is built over five Working Packages:

WP1: Identification and Assessment of Policies and Practices regarding the Inclusion of TCN Children in Education.

WP2: Development and pilot implementation of Educational support model for TCN children.

WP3: Exchange of experiences and good practices on successful integration of TCN children in Education and promotion of education support model.

WP4: Awareness raising campaign (dissemination and communication activities).

WP5: Management and Coordination of the Action.

1.2. WP2 Development and Pilot Implementation of the Educational Support Model for TCN children

This guide has been developed as part of the WP2 "Development and pilot implementation of Educational support model for TCN children" aims at developing and implementing an Educational Support Model for TCN children in Greece, Italy and Spain to enhance their participation in school education and therefore fostering their integration in the host societies.

The Educational Support Model will support schools and teachers in:

- Enhancing their capacity to address TCN students' needs;
- Strengthening academic skills of TCN students;
- Promoting participation of TCN parents in school life;
- Enhancing intercultural competences.

The Educational Support Model draws on the recommendations and suggestions provided by relevant policy papers and research at EU level. It will address TCN students' needs from different perspectives, from Academic support to Parental involvement and intercultural involvement.

Academic support will be provided through two actions:

1. Mentoring program
2. Online Educational support platform

2. Mentoring program

According to the European Commission policy paper "Educational support models – the current policy response in Europe" (2012)[1], TCN students need support on four broad areas: language, learning, parental and community involvement and intercultural education.

The IntegratEd mentoring programme aims at supporting the inclusion of newly arrived TCN students through the active involvement of their peers and by favouring relationships with them. Having a peer as reference point could favour a smooth integration and inclusion of the students both in the school context and in groups of peers.

The mentor should therefore be able to provide support in all four of the above mentioned areas, although to different extents.

The IntegratED mentoring program will be pilot-tested in 5 schools per each implementing partner country, namely Greece, Italy and Spain. Each country will involve at least 25 mentor-mentee pairs.

2.1 Mentor's Role

Mentors role will be to provide support to newly arrived TCN Students in their inclusion process within the school community as well as helping him/her out in facing challenges related to the new education system, the learning language and methodologies and so forth.

Another important thing to keep in mind is that mentors should also develop an actual relationship with their mentee. This will help mentees in reaching out for help and in feeling comfortable enough with their mentors.

Mentors should also keep in touch with both students' parents and teachers to discuss eventual issues that could arise and the overall progresses of their mentee.

For these reasons, it is vital to choose the right people to take on the mentor role.

2.2 Ideal mentor's profile

---

[1]European Union, 2012 "Educational support models – the current policy response in Europe".

Since mentor role will be based on achieving a functional relationship with his/her mentee and help him/her both in his/her educational needs as well as social ones, mentors should be selected on the basis of the following principles:

- <u>Age</u>: the age gap between mentor and mentee should not be too wide. Since the relationship between mentor and mentee should develop as smoothly as possible, it is important that the mentee feel he/she can relate to the mentor and all the way around. A too wide age gap could be a barrier to the creation of a positive relationship. Mentors therefore should be selected among older secondary school students or university students.

- <u>Background</u> (e.g. belonging to a minority, migratory background and second-generation immigrant): this aspect is key since it allows TCN students to get a strong connection with their mentor right away. It also helps in terms of lowering language barriers and knowledge of both country of origin and host country cultural norms and ways of doing things.

- <u>Empathy</u>: mentors need to empathise with their mentees and understand them and the challenges and stressful situation they face. Mentors should also be able to support them in a conscious and considerate way.

- <u>Knowledge of foreign languages</u>: sometimes it will not be possible to match together mentors and mentees from the same cultural/linguistic background therefore mentors should be able to talk at least one of the most widely used languages (e.g., English, French, etc.).

- <u>Reliability and commitment</u>: since being a mentor means to take care of someone else and spare some time in order to do it, mentors should be fully aware of the responsibility they are taking on. Also, it should be clear what they are signing up to from the beginning of the whole process.

- <u>Motivation</u>: candidates should be willing to undergo a learning and a training process that will allow them to acquire skills and knowledge as mentors. By doing this, they will have the chance to gaining important cultural mediation skills and experiences that will foster their entrance in the labour market.

If applicable, the mentor should be preferably enrolled in the same school of the mentee since this will be provide added value to the support the mentee will receive, especially in terms of inclusion in the new school community.

3. Application

Application process should not take too long, otherwise people would not want to go through it. However, there should still be an application form to provide information to those who will carry out selection and matching as well as to gather contact details of each applicant.

Since most probably applicants will be students of the five schools involved in the project, it is important to involve the **teachers** in the application process so that they can pass along the call for application to their students.

It is suggested to create an **online document** (e.g. Google form). This will give a chance to people who want to apply to do it bother-free. This will also make the mainstreaming of the application form through digital channels and social media way easier (if needed).

Application form should be focused on the key principle identified in the previous section. In the Annex I, you can find an indicative example on how to structure the application form. Please, feel free to modify it or integrate it accordingly to your needs.

Application **deadline** should not be too tight or too far away in time to be effective. Depending on each country school year, it is suggested to start with the application process as close as possible to the beginning of the lessons so that mentors could be ready to roll as soon as possible and mentees will receive their support already before half term evaluation. A degree of flexibility on deadlines should be considered in order to avoid a shortage in submitted applications.

Also, a contact (e.g. phone number and/or email) should be provided during the application process for those applicants who might need more information on the project, the mentoring program, the application process and so on.

4. Selection

Selection of candidates will be carried out by the teachers of the schools involved, supported by partner organizations. In order to make a selection of applicants, it is important to set up a series of criteria. They will draw on mentor's role and necessary skills as well as motivational aspects.

Once all applications have been submitted, they should be reviewed keeping in mind the following criteria:

- Age
- Background

- Empathy
- Knowledge of another language
- Motivation

Alongside to these key elements, the answers that applicants gave on expectations, motivation and previous experiences should be taken into account.

In order to have a clearer picture of each candidate's motivations, expectations and previous experience (if needed) it is highly suggested to carry out interviews as part of the selection process. Interviews could also be a chance to ask more questions about what applicants like, if they have hobbies or other useful information for the matching stage. Moreover, it will give a chance to applicants to ask questions on the mentoring program, their duties and responsibilities and time commitment needed.

Selection of candidates should revolve around making sure that candidates are able to:

- Overcome language barriers with their mentee
- Build a functional and positive relationship with their mentee
- Allocate time and energy to their mentoring

Another element to keep in mind is the importance of each candidate's background information to ensure a smooth matching process and to put together functional mentor-mentee pairs.

5. Matching

Matching must be done trying to value each mentee and potential mentor background information and needs. The key element for matching is to understand what the two of them have in common that could help them building a good relationship.

Cultural background, **language spoken** and **age group** are key elements to be considered in the matching stage as well. For instance, it would be ideal if both mentor and mentee have the same cultural background so that the mentor is able to support his/her mentee in understanding the local culture starting from a common point of view.

Other important aspects could be hobbies, passions, favourite sport and other individual inclinations or life experiences. It would be an added value if they have something to share and or talk about to break the ice so that the mentor-mentee relationship could become a friendship and be a chance to further enhance mentee's integration in the school/local community.

Once pairs have been made, it is important to organize a first meeting between mentor and mentee to get to know each other. Afterwards, feedback from both the mentor and the mentee should be collected.

Also it could be the case to set up a trial period (e.g. first two weeks) to find out if the two of them are doing ok. This is important to be prepared in advance if something goes wrong between the two and eventually re-match them before it is too late.

Funded by the Asylum, Migration
and Integration Fund (AMIF)
of the European Union

6. Annex I

IntegratEd
Mentor Application Form

Name:	Surname:	E-mail:
		Phone:

School/University enrolment:

Age:

Nationality:

Residence details

Region/state:	City/town:

Address:	Postal Code:

Spoken languages

English fluency: *give three options e.g. basic, advanced, fluent*

Second language fluency*: *give three options e.g. basic, advanced, fluent*

Other languages: *e.g. Arabic, Chinese*

Please answer the following questions

Cultural background: do you belong to an ethnic minority? Yes, please specify   No

Do you have previous intercultural experiences? Yes, please specify   No
Why do you want to become a mentor?
What do you think that being a mentor entails?

To be adapted to the national contexts. For instance, in Italy, it would be French because of a high presence of communities from former French colonies.