



Workshop: Mentoring and Role Models in Supporting the Integration of Migrant and Refugee Pupils

Training Manual



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

Agreement number:
621412-EPP-1-2020-1-SI-EPPKA3-IPI-SOC-IN





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TRAINING MANUAL

Document information

Document ID	PASSAGE - WP2 - Capacity building of professionals, role-models and stakeholders
Title	Workshop: Mentoring and Role Models in Supporting the Integration of Migrant and Refugee pupils
Type:	PDF, Document
Version:	2 – Final
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Dissemination level:	Public

This project has been funded with support from the European Commission. The European Commission's support for the production of this document does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein. Agreement number: 621412-EPP-1-2020-1-SI-EPPKA3-IPI-SOC-IN

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INTRODUCTION

Migration is a process itself – the discontinuity of moving to a new community coupled with the burden of having to adapt to new rules and routines in schools influence the capacity of pupils to perform to their actual abilities and skills.

Local and national education systems are lacking the necessary resources, methods and approaches to promote integration successfully.

Once pupils are placed within local education systems, they face social, emotional and health issues; language barriers and language provision for pupils with a different native tongue.

Teachers and educators are in need of more specialized training to account for the increased diversity of pupils in the classroom; the skill-matching processes are inappropriate and there is a lack of flexibility in resources and funding to address these types of issues.

The PASSAGE project

The approach that PASSAGE - Pedagogies of Passing from Reception to Education envisions focuses on providing teachers in EU countries' education systems with the much needed tools and resources to enable and empower them to deal with systemic pedagogical challenges that now they are not sufficiently equipped to address.

In addition, a core theme of this project is the design, development and encouragement of a "role-model" programme, whereby pupils of local schools (either current or former) can contribute to the successful integration of newly-arrived pupils.

This concept of role-model pupils is based on the idea of opening up important new paths and solutions for dealing with the segregation (emotional, social, or academic) of newly-arrived pupils.

Analytically, this project will pursue these general actions:

- Increase the knowledge, skills and capacity of primary school teachers to ensure that children's access (and right of access) to quality education is respected, protected and fulfilled through the actions of PASSAGE;
- Increase awareness, motivation and competence of teachers with regard to inclusive educational approaches and the promotion of common values through a sound pedagogical plan;
- Enhance the active engagement of student groups in local schools, who acting as role models will contribute in the support of inclusive educational approaches and common values' promotion.
- Develop a comprehensive pedagogical learning system, including training modules delivered via face to face teaching, e-learning packages and an on-line resource that will facilitate knowledge-sharing among teachers across the EU.

The two-year project, running from January 2021 to January 2023, is a common effort of 7 partner organisations, representing 6 EU countries:



- LJUDSKA UNIVERZA PTUJ (LUP) - Slovenia
- Cyprus Pedagogical Institute (CPI) - Cyprus
- CESIE – Italy
- SYMPLEXIS – Greece
- CENTER FOR SOCIAL INNOVATION (CSI) - Cyprus
- CASA DO PROFESSOR - Portugal
- JAUNIMO KARJEROS CENTRAS JKC) – Lithuania

This Workshop

This workshop aims to enable teachers and pupils to act as role models in the integration process of new migrant and refugee pupils, through the creation of a mentoring model, namely in the adaptation to the linguistic context and school environment, in the development of learning, clarification of doubts, preparation for evaluation moments and in other activities related to their integration in the education system.

The workshop will be carried out by the experts in pedagogical practice (facilitators) in order to transfer all the required knowledge for the implementation of the project.

Number of hours: 12

Target Audience:

6 teachers per school,

6 pupils (role-models) per school

3 newly-arrived migrant/refugee pupils (mentees) per school in each partner country

Typology: Face to Face

Through this manual, the users will find suggestions of activities (outlined in blue) that can be implemented during the workshop. The users can also replace or complement these activities with those suggested in Chapter IV of this document, according to the skills they need to work on.



LET'S GET TO KNOW EACH OTHER!!

Carousel Game

Material: Background paper and markers.

Dynamization: The facilitator, who also participates in the activity, asks the participants to sit in a circle. The facilitator places a large sheet of paper and several markers on the floor or on a table. The facilitator asks each of the participants to represent themselves by drawing a picture on the sheet of paper (they can draw something they like, that has an important meaning for them). When everyone has done their drawing, the facilitator invites one participant to start his presentation by explaining his drawing and giving his name. Next, ask this participant to indicate another drawing with which he identifies, and draws an arrow between his own drawing and the one he has chosen. The author of this second image is asked to introduce himself in the same way, and then continue the activity with the other participants, but always choosing a new drawing. The activity ends when all the drawings are connected.

Reflection: At the end, the facilitator should promote reflection on the final image ("a web, a chain of relationships...") and its importance ("this group must function in a united way, we must all work as a team, understand that we have things in common and things that distinguish us - but we must work as a group"), namely on the impact of interpersonal relationships ("the behavior of a person always has an influence on others, whether positive or negative, so we must be aware of our behaviors and respect each other").

Note: The activity can also be performed with collages, instead of drawings.

"Approach the line if..."

Material: Adhesive tape.

Dynamization: The facilitator puts adhesive tape on the floor to divide the room. Participants are asked to stand in a line, facing each other, next to the line, the same number of participants on each side. They should take two steps back, all continuing in line (the same distance from the tape on the floor). The facilitator explains that he is going to say some phrases, and whoever identifies with those situations or characteristics has to take a step forward, moving closer to the line. And, after a few seconds, you can go back to the starting place, and so on.

Approach the line if...

... you like to read.

... you are wearing jeans.



... you like chocolate.

... you like to draw.

... you have brothers.

... you wear glasses.

... you have pets.

... you can dance.

... you can sing.

The facilitator explains that he is now going to say more serious sentences, so there can be no comments or noise. The sentences should be spoken audibly and slowly, so that the participants have time to think.

Approach the line if...

... you have already felt angry.

... you have felt fear.

... you have already felt lonely.

... you have already felt excluded or rejected.

... you have already lost someone important in your life.

... you have already felt discriminated or treated differently.

... you have felt really happy.

At the end, the facilitator should ask: What happened in this dynamic? How did you feel? What did you learn? In the first part, generally some participants come close to the line, but not all of them - there are more differences in the group; whereas in the second part, most participants have already experienced, to some extent, situations which have aroused these emotions, there are more points in common. This happens because the first sentences refer to personality traits, circumstances or interests, in which we can perceive the uniqueness of the group, the differences between people, but, at the same time, what makes them special. In the second part, it refers to situations and emotions that almost everyone has experienced (or will experience) - in different measures and realities - but we can all relate to. These emotions are universal, no matter what age, gender, where you were born or live, we can all identify with those emotions and that brings us closer together. "Both our differences, what makes us unique, and our similarities, can bring us together. This activity is about empathy and group cohesion..



Star

Material: Sheet of paper with a drawing of a star.

Dynamization: Each participant is invited to fill in the 5 points of their star, placing their name in the center and, at each point of the star, they should place their talents, characteristics that define them, and keep two points to refer to a difficulty and a potential. Then they are invited to share in the large group.

Reflection: At the end of activity, reflect on the scenario - many stars, all different, all with special characteristics, many difficulties, but also many potentials. It can be interesting to fix the different stars on a wall (cardboard or wall) and make connections between the points in common. Also reflect on the connections between the stars: there are no exclusive difficulties, they are all shared; it is important to start with the idea that everyone feels, at one time or another, difficulties in dealing with some situations. This is something that is general, common to everyone.



I) MENTORING: CONCEPTS AND FUNDAMENTALS

This chapter covers an introduction to the concept of mentoring as a strategy for promoting personal, interpersonal and school development, particularly with regard to its advantages and applicability in a context of cooperation, sharing and collaboration.

1.1. Introduction to the concept of mentoring

1.1.1. WHAT IS MENTORING?

Mentoring is a beneficial strategy for welcoming and integrating newly arrived migrant pupils into the school system, providing them with guidance and support through peer collaboration dynamics, fostering their personal, interpersonal, and school development while promoting socialization, sharing, and cultural exchange.

The mentoring process promotes a close relationship between mentors and mentees, through which newcomer pupils will find it easier to express their difficulties and concerns regarding their integration. However, this activity also ends up directly benefiting mentors and teachers involved in this process, and should be seen as an opportunity for pupil mentors to develop certain skills and abilities - communication, cooperation, tolerance, empathy, responsibility, among others - useful throughout life and in different contexts.

1.1.2. ADVANTAGES AND DISADVANTAGES OF IMPLEMENTING PUPIL MENTORING PROGRAMS

Whenever we talk about mentoring programs based on reference models, the available literature tends to reflect a one-sided view, focusing mainly on their positive aspects, based on successful case studies. However, we know that there are always two sides of the same coin, so we will try to identify advantages and disadvantages related to the implementation of such programs.

From the perspective of the mentee, the benefits are immediately apparent through the positive impact on their social, emotional and cognitive skills, thus favoring the increase of their self-confidence, reduction of anxiety as well as stress and a greater awareness of their sense of belonging. With regard to the disadvantages, these are mainly concentrated in the mentee's excessive dependence on the mentor, inability to establish other quality and supportive relationships and alliances in the school universe.

In turn, from the mentor's point of view, the main advantages focus on personal fulfillment, the development of soft skills such as communication skills, leadership, and mutual help, while potential disadvantages include lack of time, the pressure to assume the mentoring role and meet the mentees' expectations, and the need to effectively manage conflicts.



Advantages and Disadvantages Chart

The participants are divided into two groups. One group will have the task of identifying the advantages of mentoring models and the other will have to identify any disadvantages.

Once they have identified them, they should write them down on cards (green cards - advantages; red cards - disadvantages). The exercise ends with the presentation of the general ideas (and cards) on a board. At the end of the activity, the group discusses and analyses their results.

1.2. Mentoring processes: practical applicability and challenges

In the school context, mentoring is a collaborative relationship between two agents - in this case pupils - which is a relationship between a more experienced pupil and a new pupil who is starting the integration process. The aim of mentoring between two pupils is to provide newcomers with a support system that will facilitate their integration process into the school system. However, it should be noted that the implementation of a mentoring model may face some challenges and barriers and the mentor should be prepared to prevent and solve potential situations.

Thus, this chapter looks at the practical applicability of implementing a mentoring model, as well as different strategies to deal with any problems that may arise in the course of its implementation.

Implementing the mentoring in school - overcoming the barriers

Phase 1: The facilitator should divide the participants into groups of 3. Each group receives a sheet of paper with two columns. Each group should write in the first column possible challenges/barriers they may face in implementing a mentoring model.

Phase 2: The completed sheet should be passed to one of the following groups, and each group will have to identify/find solutions to overcome the challenges/barriers written by the previous group, and write them in the second column.

Phase 3: Presentation, analysis and discussion of the results of the work.



II) WHAT IS A GOOD MENTOR?

To be a Mentor means to have an adequate profile and a set of characteristics that will facilitate the interaction between peers. Thus, in this chapter, we will, in a first stage, present the fundamental criteria for the performance of the role of mentor and then focus on the basic skills for the exercise of the role, namely communication, empathy, active listening and assertiveness and present mechanisms and strategies for effective conflict management and resolution.

2.1. Profile of the mentor

The pupil mentor is expected to meet the following criteria:

- Show willingness to support a colleague in his or her welcoming and integration process into the school system, whether in moments of coexistence with peers and significant others or in the development of learning, clarification of doubts, preparation for assessment moments and other activities that enhance their inclusion;
- Have an appropriate behavior, and can be considered a role model;
- Be understanding, responsible, and autonomous;
- Be available to relate to the others, showing an empathetic and active listening attitude;
- Be available to negotiate and mediate simple conflict situations and be on the side of the solution (win-win);
- Be able to actively practice the exercise of citizenship, healthy coexistence, and mutual respect;
- Have the ability to express clear ideas, instructions, and;
- Follow the principle of non-judgment, self-control, and control of impulse;
- Be results oriented.

Tell me about yourself!

Materials: Flipchart, whiteboard or chalkboard, markers or chalk.

How it works: in pairs, the participants start a conversation in which they both speak simultaneously and uninterruptedly (previously each participant is given directions individually) about a subject which may be a description of the beginning of their day. In the second part of the activity the exercise is repeated, however, one of the elements speaks (tells his story) and the other listens, and the roles are reversed.

Reflection: At the end, in a large group, reflection is carried out with all the participants, in order to identify attitudes and behaviors that can contribute to the creation of an environment where each person can express their opinions and ideas and be heard. This is an activity that explores some key techniques of verbal and non-verbal communication, creating a favorable environment/atmosphere for active listening.



2.2. Fundamental skills of a pupil mentor

Mirror

Materials: Stereo and CDs, flipchart, whiteboard or chalkboard, and markers or chalk.

How it works: Participants choose a partner with whom they feel comfortable, and form pairs. Each pair is told to face each other, looking into each other's eyes throughout the exercise. They will be asked to place their hands up in symmetry with their partner, keeping the necessary distance to never touch their partner during the movements that will be performed. Then, music is played, and one of the pupils of each pair should begin to make a slow movement with the hands to be repeated by the partner (mirror effect). No talking is allowed during the whole exercise, and each partner must reproduce all of the partner's movements, including facial expressions (e.g. frowning). After a few minutes, the roles are switched. The participants use mimicry, first in pairs, and then as a whole group. The activity creates a chain, which interrelates all the group members.

Reflection: At the end of the activity there will be group reflection on the power of body language/communication and non-verbal communication in promoting trust and mutual understanding. This activity aims to provide active listening experiences that involve not only the use of verbal language, but also the use of the body in non-verbal communication, contributing to the creation of a space of trust and awareness in the contact/communication between different people, the "self" and the "other".

Taking care of the other

Material: Balloons.

Dynamization: The space for the dynamics should be large and without obstacles. The facilitator should distribute one balloon per participant and explain that the objective of the game is that no balloon should fall to the ground. Each participant has to walk around the room (circulate around the room throwing the balloon in the air, without letting it fall to the ground - the balloons must always be in the air (grabbing the balloons is not allowed). Remember that if any balloon falls to the ground, everyone loses. Let the participants play for one minute and, little by little, ask some participants to leave the game, leaving their balloons in play. Give directions aloud for all to hear and understand ("Ricardo is leaving the game! But his balloon is still in play. Rita is leaving the game, but her balloon is still there (...)"). The game ends when several balloons are on the ground (ignore the first balloons that fall to the ground, but send alarming messages to stimulate the participants "that balloon is falling...fast!!!").

Variante: A second round can be played. Usually, in a second round the participants have already created a strategy and are able to succeed.



Reflection: At the end you should ask yourself if the goal was achieved and how it could have been. The facilitator should reinforce the importance of working as a team and being attentive to each other - at no moment was it said that the balloon had an owner, the balloons were everyone's responsibility...sometimes we have to stop focusing only on ourselves and be attentive to others and be able to help them when they need it.

2.2.1 COMMUNICATION, EMPATHY AND ASSERTIVENESS

Communicating is a fundamental process of life and human relationships, since we are in constant interaction with something or someone. In this way, it becomes fundamental to understand the other's behavior, making our actions more assertive and thus improving any and all relationships.

This is how empathetic communication comes about.

Empathy is nothing more than the ability to put ourselves in someone else's shoes, to understand their context, feelings, fears, and anxieties, and to listen without pre-judgment, regardless of their beliefs, culture, and even religious issues.

In the universe of the mentor-mentee interaction, it is essential to adopt an empathic and assertive communication, based on the following elements: neutral perception, emotional intelligence, needs diagnosis and requests management.

I have already/ I have never

Material: Cardboard, flipchart or whiteboard, and markers or chalk.

Dynamization: Activity in which the whole group participates simultaneously. Statements are prepared by the facilitator, formulated in a simple/simple manner, related to prejudices, stereotypes, generalized ideas and myths, often associated with different people and situations. The statements are read out, and the participants, using a mini poster, on one side of which is stated "I have already" and on the other "I have never", position themselves.

Reflection: At the end, group reflection will be done in an attempt to dismantle possible preconceived ideas and clarify concepts/doubts raised by the participants. At the end, a document will be prepared in which each participant commits to try to improve a situation that he/she identifies as a discriminatory element, even if he/she is not aware of the action/attitude as discriminatory.

This activity is intended to promote awareness, on the less positive impact that an action/attitude, based on prejudice, can have on a person or group of people; to promote a critical spirit that questions "automatic" behavior towards certain communities, without being asked why they act in a certain way, without knowing the situations and the people involved; to contribute to the demystification of generalized and unquestioned ideas that affect certain groups.



We present here some **strategies** that should be present throughout the process:

1) Perceiving the context with neutrality/impartiality

First of all, it is important to emphasize that we should distance ourselves from any and all judgments. During a conversation, it is important, above all, to listen actively, to pay attention, and to try to understand the emotional state and motivations that underlie the other person's statements.

2) Emotional Intelligence

Although it is not possible to control one's feelings, especially in tense situations, it is possible to master the reaction. This may require taking a deep breath, being rational, and always responding as calmly as possible. By putting these fundamentals into practice, it becomes possible to talk to the other person without blaming them for our feelings.

3) Understanding the needs of the others

It is critical to identify and recognize the needs behind each feeling revealed by the other person. The emotions shown by the other person are usually related to an unmet need.

4) Be receptive, focused, and make the right requests

If there are requests or demands, you should be aware that they should be limited to a certain period, be specific, realistic, and achievable. They should be presented objectively and with positive language. It is important to note that in an interaction there should be no room for demands, so that the other person should feel free to refuse and/or propose different scenarios.

Dominoes

Material: Two sheets of differently colored paper (or post-its), pens, and adhesive tape.

Dynamization: The participants should write on a sheet of paper, in one color, an aspect of themselves that they consider positive (e.g. responsible, committed) and on another, in another color, an aspect that they consider negative (e.g. lazy, stubborn). Everyone is invited, using adhesive tape, to tape the positive aspects on their chest (one color) and the negative aspects on their back (another color). Next, the facilitator challenges everyone to circulate and observe the qualities and difficulties of their classmates, and to line up in a row, to the extent that they consider that their positive aspect solves the negative aspect of a classmate. The activity ends when everyone is in line, or until the group considers the task completed. The facilitator can ask questions: "Do you think X can be the solution to y? The group tends to find solutions, sometimes a little forced. We should be tolerant and take this fact for reflection.

Reflection: Ask them if they enjoyed participating and invite them to think about how they did it; if they felt that with their positive aspects they were able to help solve various problems; how they chose which one to fit into. Were all the problems in the group solved? On what basis?

**Spider Web**

Materials: Three balls of string, chairs/tables, flipchart, whiteboard or chalkboard, and markers or chalk.

Dynamization: The activity can take place in an open space (where there are trees to form the web with the string) or indoors (classroom) using chairs/tables to build the web with string. The spaces of the web should be of different sizes and with levels (higher and lower). The goal is that the participants can move to the other side of the web without touching the string.

Reflection: At the end of the activity a reflection takes place where difficulties and strengths will be pointed out. Each participant should state how they felt participating in the activity and if they felt there was help among everyone and if everyone was able to give ideas.

With this activity it is intended that the group focuses, in a collective way, on solving a problem and negotiating to overcome it, valuing all opinions and reaching consensus.

Balloon and toothpick

Materials: Balloons, toothpicks, and music (Mission Impossible movie).

Dynamization: Each participant receives a balloon, filling it up with air. The facilitator asks the participants to hold the balloons with their left hand, and to put their right hand behind their back. In each participant's right hand the facilitator places a toothpick. Finally, the facilitator shares the only rule for this dynamic: "protect the balloon and keep it filled until the time is up (5 minutes)". They also indicate that they should move around the room to the sound of music.

Reflection: Given the start signal, some balloons begin to be blown up by the participants. At the end of the 5 minutes, usually few balloons remain intact. Ideally all balloons would have to remain intact, because the rule was not to pop the balloons. It was the competitive spirit that drove the participants to puncture the balloons, in other words, everyone wants to win. The toothpick symbolizes conflict. "In conflict situations, the goal is to win, and to win it is not enough to protect what is ours, the important thing is that the other loses and I win." And this is the principle that in a conflict management situation has to be changed, that is, "in conflict management everyone should win."

2.3. Conflict management and resolution strategies

This chapter focuses on the importance of conflict management and resolution, exploring the causes and consequences of conflict between pupils, suggesting different strategies for its mediation and resolution, by adopting a positive and constructive approach, realizing the consequences.



Taking Jean Piaget's approach as a reference, it is possible to see conflicts as excellent opportunities to work on values and rules, namely in a school context. Thus, although conflicts can be highly stressful, they often represent warnings about the needs of pupils in learning contexts, so they should be analyzed from a positive and necessary perspective.

In this sense, it is possible to state and identify a set of fundamental principles for an adequate and effective conflict management, namely:

- The use of dialogue, making appropriate use of communication as a useful tool for giving and receiving information, sharing feelings, finding alternatives, and asking for opinions,
- The adoption of an empathic posture, as the ability to put yourself in the other's shoes, allowing you, as mentioned above, to understand their context, motives and arguments that lead them to think in a certain way.
- Show assertiveness through an attitude and behavior that allows you to respect others without infringing on their rights and intentions.

Mediation, as a conflict management and resolution strategy

In addition, conflict mediation has emerged as one of the most effective and constructive strategies used in conflict resolution in school settings.

Conflict mediation at school

For an adequate management and resolution of conflicts, particularly in the school context, it may be necessary to resort to and adopt strategies that allow a satisfactory agreement between the parties involved. Thus, mediation arises, a constructive and effective methodology in which an impartial third person takes on the role of mediator.

One of the characteristics that prevails in the mediation process is cooperative negotiation, considered ideal for all kinds of conflicts, namely when the parties in confrontation should or want to maintain a relationship with each other.

Proper conflict mediation must be based on the following assumptions:

- Promote respect for others and common values;
- Encourage the development of cooperative attitudes in dealing with conflicts, as people jointly seek solutions that are satisfactory to both parties;
- Recognize and value the feelings, needs, and values of both others and oneself;
- Strengthen the capacity for dialogue and develop the skills of empathetic listening and communication;
- Contribute to the improvement of interpersonal relationships, favoring self-regulation through the search for autonomous solutions;
- Reduce the time spent on solving them;
- Reduce the number of sanctions;
- Limit adult intervention whenever possible, encouraging pupils to take on the role of mediators.



Thus, mediation is a valuable tool for dialogue and bridge-building, effective in improving relationships and reaching satisfactory agreements in situations of confrontation and disagreement, thus contributing to the reduction of problems and transforming conflicts into beneficial learning experiences that promote personal development.

The circle

This activity aims to demonstrate that each of us has our own motivations and to alert to the importance of respecting the opinion of others, even if it is absolutely contrary to what we believe or think is right.

The participants should form a small circle.

The remaining participants should form a second, larger circle around the first circle.

The mediator of the activity, who is usually a trainer, will propose a discussion topic (it could be a real conflict or a fictitious conflict).

The participants who form the smallest circle discuss the proposed conflict. Next, the members of the second circle discuss the same topic.

At the end of this dynamic, the participants should share and discuss how they felt when the opinions of the other participants did not coincide with their own, if this happened, and analyze whether or not the divergent opinions were respected.

2.4. Innovative approaches in the integration process

This chapter presents different strategies to be adopted in the process of supporting the integration of new migrant/refugee pupils in order to enhance the participants' own creative skills and instruments.

Participants are divided into groups of a maximum of 3 people. Each group must design a activity they would like to apply their future mentees, taking into account the strategies learnt so far.

At the end each group should present and share with the others the activities created and the methodology used.



III) IMPLEMENTATION OF MENTORING PROGRAMS IN SCHOOLS

In this chapter we will address the different steps for an effective implementation of the mentoring program, as a strategy for welcoming and integrating newly arrived migrant pupils into the school system, from the initial phase of setting up a Coordination Team to the actual operationalization.

This program is intended to contribute to the deconstruction of stereotypes, prejudices, and myths often associated with the migrant population. The school is a privileged context to work on these issues directly with pupils, teachers, and other educational agents, and indirectly with the family and the community in general, promoting the affective and effective development of each and every person.

This mentoring program was designed so that it can be implemented in the member schools in a face-to-face, distance, or blended system.

In order to facilitate the monitoring of the whole process, it is suggested that all necessary documents be prepared and used in digital form.

It is important to mention that migratory movement implies the displacement of many people from their countries of origin or habitual residence in search of better living conditions. These are movements that intensify for reasons related essentially to issues of demography, democracy and development. Currently the displacement of large human masses is accentuated by armed conflicts in many regions of the globe. It is therefore important that the school can contribute to the development of skills in pupils, teachers and other school agents, contributing to intercultural coexistence, according to the principles of non-judgment, empathy, cooperation and mutual respect.

The mentoring program aimed at integrating newly arrived migrant pupils, should follow the following steps:

1. Creation of a Mentoring Program Coordination Team

The implementation of a mentoring program in the schools involved should include, in a first step, the creation of a Program Coordination Team, which should include specialized professionals identified by the school community in question (school leaders, classroom teachers, psychologists, among others) responsible for the overall follow-up and monitoring of the whole process.

The Mentorship Program Coordinator has the following responsibilities:

- Prepare the planning of activities to be developed and monitor their implementation;
- Promote communication between the different stakeholders, informing them of the activities developed by the pupils under the program;
- Promote a favorable environment for the development of personal and social skills;
- Monitor the pupil mentor on a regular basis (taking stock of the situation) in the development of his activities, namely in the creation of study habits and work routines and support in overcoming identified difficulties;



- Involve the pupil's family in the planning and development of the program;
- Prepare necessary documents, facilitating the collection of evidence of the work done.

2. Selection of pupil mentors

Pupil mentors should be identified according to the profile listed above in **chapter II**, either by teacher recommendation or by their own applications, duly authorized by their parents.

In order to prevent a possible high number of mentors enrolled in the program, it might be interesting to create a diverse pool of pupil mentors, responding to different needs presented by newly arrived migrant pupils.

3. Training/mentoring of mentors

This training should be streamlined at the beginning of the program, by the Coordination Team of the mentoring program defined by the school, in order to provide guidance to pupil mentors and the standardization of strategies for action. Since this is the universe of pupils, this training should be accessible and sparingly complex, always implying regular monitoring by those responsible for the Mentoring Program, thus ensuring the permanent adequacy and timely response to problems that may arise.

4. Identification of the mentees

Mentors can be all newly arrived migrant pupils who, voluntarily and/or at the proposal of the class teacher, join the Mentoring Program, respecting its rules and guiding principles.

The participation of the mentee in this program is also dependent on the authorization of the Parent or legal guardian.

5. Creation of the mentor manual

A mentor manual (set of documents preferably in digital form) should be created and should include the following elements:

- Brief presentation of the mentee and the areas in which they need support;
- The objectives of the mentoring (simple and achievable) - these objectives should be defined by the program coordination team together with the mentor and the mentee;
- Schedule/session planning;
- Mentoring Journal - a kind of summary of the work done in each session. It should include an item for evaluation.

Note: some activity suggestions are included in this manual, which will help the mentor in the initial sessions until he/she gets to know the mentees better.

6. Peer Creation (mentor/mentee relationship)



The main criterion for assigning a mentor to a mentee should be pedagogical, i.e. matching the mentee's needs appropriately, based on the mentor's profile, taking into account the compatibility of personalities. Subsequently, it is fundamental to take into account the availability of schedules in order to ensure the regularity and continuity of the sessions.

It is important to analyze the profile of the participants, to promote previous contacts so that they can get to know each other and identify possible compatibilities, which will be reflected in a positive impact of the relationship and final results. (This is a proposal for a screening/selection activity).

7. Monitoring and Evaluation

The team responsible for the Mentoring Program should permanently accompany pupil mentors throughout the process (according to the schedule), ensuring support and assistance in:

- Planning the initial sessions to ensure that the pupil feels prepared and emotionally available for the activities with the mentor;
- Evaluation of the work done immediately, identifying the positive aspects and the ones to be improved, readjusting, whenever necessary, the work proposals suggested by the mentor;

Finally, it is also important to ensure that at least once a term, the team in charge of the program holds a follow-up session where the pupil mentors can share:

- Achievements/Positive aspects
- Main difficulties
- Suggestions



IV) SUGGESTIONS OF ADDITIONAL ACTIVITIES

1. Presentation Dynamics (icebreakers)

1.1. Dynamics of the Self-Portrait

Material: Paper and colored pencils.

Dynamization: Distribute some paper and colored pencils to the group. Instead of asking the participants to describe themselves using words, challenge them to draw a self-portrait. It is not necessary to use all your drawing talent, just present some important characteristics. Each participant can show his or her self-portrait, introducing themselves, or the self-portraits can be mixed up and the group can guess who is who.

Reflection: Promote reflection on oneself from the other's point of view and stimulate communication among the group.

1.2. Interview Dynamics

Animation: Gather the group in a circle. Place a chair in the center of everyone, preferably a swivel model. Select one participant to sit in the chair and be the first to be interviewed. The others should act as reporters, asking questions about the interviewee. When the round of questions is over, the interviewee takes the role of reporter and another participant takes the place of interviewee, until everyone has participated in the dynamic.

1.3. Two truths and a lie

Material: Pens and post-its.

Dynamization: Each participant writes 3 sentences on a piece of paper, where 2 must be true about him, and 1 must be a lie. Then, each participant reads the 3 sentences, and the others try to guess which is the lie.

Example:

- I was a soccer player;
- I am afraid of water;
- I live in Braga.



2. Active Listening

Pirate Boat

Material: Paper boat, origami (or toy).

Dynamization: Arrange the group in a circle or "U" shape. The first participant of the group stays with the boat in his hand and has to begin the story: "A pirate is leaving for the Caribbean and is full of: ..." and adds something that the boat carries (example: apples). Each participant should add something to the story, repeating everything that was said before, passing the origami boat (or toy) to the next participant.

Variants: The facilitator requests that the boat goes back to a participant who has already shared, asking him/her to repeat the story produced so far. It may happen that this participant will not be able to tell the whole story, as he has prepared to tell the story until he has added something/information to it.

Reflection: Promote reflection on the difference between "listening" and "hearing".

3. Empathy

Forest order

Material: Chairs.

Dynamization: The facilitator asks the participants to place themselves on chairs (each participant on a chair) - in a circle. The facilitator explains the rules and objectives of the game: "This game will be played in silence, you cannot talk to each other, and you cannot leave your chairs. Imagine that in the middle of the chairs is a huge hole in the forest, if you fall there you will disappear! The objective of the game is for you to organize yourselves in alphabetical order, without talking and without falling, for example, António has to stay in the first chair and Zulmira stays in the last one." The facilitator should not give room for questions (participants should create a strategy in silence, using other forms of communication and working as a team). If any participant touches the floor, the facilitator should draw the attention of the group and play with the situation (he can speak in a dramatic tone: "No, João is disappearing! I'm going to save him, but I'm not giving him another chance!"). When the group feels that they have achieved their goal, the facilitator confirms by asking each person to say their name. Attention: if there are identical first names, the last names must also be arranged in alphabetical order.

Reflection: At the end they should reflect on whether they were able to achieve the final objective and how they did it. The facilitator should reinforce the importance of attention to others, communication skills, building a common strategy, and teamwork.



4. Non-judgment

Bridge Construction

Materials: Cardboard and post-it's, flipchart or whiteboard or chalkboard, and markers and chalk (2 colors).

Dynamization: The activity presupposes the construction of two groups, one representing the host community and the other representing a group from outside the community. The first group forms a circle, having previously been informed by one of the action facilitators that they should prevent the external group from entering the community. All the members of group 1 will be holding hands and facing away from the circle. Another facilitator informs the second group that they should try to enter the circle. No verbal communication is allowed in the groups during the exercise.

Reflection: At the end of the first exercise, all the participants are invited to reflect, and verbally express the kind of feelings they had during the exercise. At the end, we reflect again, about possible changes in approach, attitudes, and feelings that may have occurred in repeating the exercise.

The main goal of the activity is to experience how some perceptions and stereotypes based on cultural differences can have a strong impact on human relations and how building trust can enable an environment where everyone can respect and commit to diversity, even with different opinions.



SUPPORTING BIBLIOGRAPHY

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