

# Mentoring Migrants on the Upper Secondary Level

## Education – Handbook on Mentoring

### AUTHORS

Ulla Koukkari-Anttonen, M. Soc. Sc., Teacher, Jyväskylä Educational Consortium Gradia  
Johanna Moilanen, D. Soc. Sc., Principal Lecturer, Jyväskylä University of Applied Sciences

Translated by Aino Malin, M.A., International Affairs Specialist, Jyväskylä Educational Consortium Gradia

August 2019



jamk.fi



Leverage from  
the EU  
2014–2020



Centre for Economic Development,  
Transport and the Environment

Jyväskylän  
palvelualan opisto

European Union  
European Social Fund

This publication has received European Social Funding (ESF).

# TABLE OF CONTENTS

Acknowledgements

1. Migration in Finland
2. Concept of mentoring and mentoring migrants in Finland
3. Mentoring migrants on the upper secondary level education – a project description
  - 3.1 Transnational cooperation
  - 3.2 Aims of the project
  - 3.3 Target groups
  - 3.4 Description of the developmental process
  - 3.5 Results of the project
    - 3.5.1 Informing and recruiting mentors and mentees
    - 3.5.2 Mentor training and training materials
    - 3.5.3 Registration, selection and matching of the participants
    - 3.5.4 Mentoring process, follow-up and support
    - 3.5.5 Recognition of mentoring competence
  - 3.6 Evaluation of mentoring and its benefits
    - 3.6.1 Qualitative evaluation of the project and its results
    - 3.6.2 Qualitative Master's thesis on experiences of mentees
    - 3.6.3 Quantitative evaluation of the project and its results
    - 3.6.4 Implementation of mentoring processes
4. Conclusions and recommendations

Source of references

Figures

Tables

Appendices

## Acknowledgements

The printed publication in your hands or the text on your screen are aimed at offering help and support when mentoring processes for migrants studying, especially, on the upper secondary level education, are being planned with intentions of great support and carefully defined objectives. This material may be useful also for guided mentoring processes carried out in other kind of colleges or organizations. Peer mentoring is in the focus of this Handbook describing how both the mentor and the mentee can improve their knowledge and skills as well as support each other. They share the common goal for further learning.

For a fast reader, we recommend familiarizing with, primarily, the table in the Chapter 4. The recommendations have been collected in the column 'Successes'. Argumentation itself can be found in the text. So, to get further information and a more precise description on how the processes were carried out in practice, one should read this chapter.

'As a door closes, another one will be opened'. This is what we are hoping for while finishing this project. We have had the pleasure of working with each other and with a plentiful, diverse and personal group of people during the years from 2017 till 2019. Thank you all for your valuable efforts in the project Mentoring Migrants on the Upper Secondary Level Education! Especially, we want to thank Ms. Aino Malin, Project Manager, for motivation, empathy and a hilarious travelling company! We admire your international competence. Ms. Valérie Carrette, Coordinator of the TCA Project MeMoRe, deserves many thanks for guidance and advice during this journey. We will miss your joy.

We thank the Steering Group members and project partners for good quality cooperation, the tutor-teachers working in the project for your feedback, other project personnel for your help, the students in the project for lively and enriching stories as well as the colleagues both in Finland and in Europe. Special thanks to Ms. Carina Grosser-Kaya for didactic and interesting cooperation concerning intercultural competence.

Jyväskylä 28 August 2019

Ulla Koukkari-Anttonen and Johanna Moilanen

## 1. Migration in Finland

Although migration is not a new phenomenon in Finland, its reasons and scope have largely varied. The very first quota refugees entering Finland came from Chile in 1973. During the following years, the number of refugees and other migrants has been marginal. Only in the beginning of the 1990's, migration was increased, and development of common immigration policy was needed. For a long time, the prime reasons for migration to Finland are based on family reasons, work commitments and study plans.

Due to this kind of background and history, the Finnish population has been geographically relatively isolated and homogenous. In 1990, there were 26 255 foreign citizens living in Finland, while ten years later the figures reached 91 074. In 2010, the figures were 167 954, respectively, and the latest statistics from 2017 show continuing growth; the total number at the end of 2017 being 249 500 people. (Tilastokeskus, Väestö kansalaisuuden, syntymämaan, kielen ja syntyperän mukaan 1990–2016.)

In Finland, the Parliament poses decisions on the annual amount of quota refugees. From 2001 until 2017, the number has been 750 persons per annum, with the exceptions of 2014 and 2015 the number being temporarily 1050, due to the Syrian crisis. In addition to quota refugees, Finland welcomes asylum seekers, the number of whom is provided with the asylum. Following the European trend, in 2015 the number of asylum seekers grew exponentially in Finland (32 000 persons). During the previous years, the number had been around 3000 per annum, whereas after 2015 it has increased up to 5000 persons. (Tilastokeskus, Väestö, Turvapaikanhakijat ja kiintiöpakolaiset 2018.) In 2015, there were 7463 asylum decisions, out of which approximately 25 % were positive. In 2016, the figures were 28 208 and 27 %, respectively and, in 2017, there were 9418 decisions, out of which 40 % approved. (Finnish Immigration Service 2018.)

Rise of neo-nationalism and its political wings has been quite strong during the recent years. Temporarily, more open-minded political views are, fortunately, rising and finding more space. This has been realized by the communal elections in 2017 as the national-minded and populist True Finns Party lost for the more open-minded parties, i.e. the Greens and the left-wing party. This might enhance better atmosphere for multiculturalism and two-way integration.

Multicultural issues in the Finnish media are usually treated in a relatively neutral way. However, radical expressions are presented, too, especially in social media channels. Moreover, the official media concentrates on refugees' and asylum seekers' issues more than on migrants, in general. This may have some influence on the native Finns' opinions on migration and distort the understanding of multiculturalism, because the information is valid for a minor proportion of migrants, only. Recent reports from Finland also point out that 'Asylum policy and asylum seekers have been the focus of public discussion, with the integration and the employment of immigrants being overshadowed by other factors' (International Migration 2016–2017, Report for Finland).

## Policy programmes for integration

Due to substantial changes to the migration situation, the Finnish government launched several reforms to legislation with the aim of governing migration and smoother development of integration processes. In July 2017, the Ministry of the Interior launched a project to draft a government programme on migration published in 2018. (International Migration 2016–2017, Report for Finland; Work in Finland – Government Migration Policy Programme to Strengthen Labour Migration 2018.) Ageing of Finnish population as well as the shortage of the labour force produce high demand of migrant workers in different sectors. (Work in Finland – Government Migration Policy Programme to Strengthen Labour Migration 2018).

The Finnish National Governmental Policy on Integration was accepted in September 2016. One of the main objectives is to promote equality and non-discrimination in various political sectors, including migration. (International Migration 2016–2017, Report for Finland; See more: Government Integration Programme for 2016–2019 and Government.)

Integration in Finland covers settling down, learning the language, finding a job, studying and networking with the Finns. A migrant with at least a temporary residence permit is entitled to full social security (and integration services). The integration services include, for example, an initial assessment, an integration plan (incl. Finnish language studies, other formal education or practical training) and integration training offered by the employment services or municipalities. Furthermore, services of immigrant advisers are on offer. Migrants have a right to unemployment benefits or income covering the duration of concluding the integration plan. Several Finnish associations offer support to migrants in order to maintain and develop issues regarding their native cultures, languages and religions. (InfoFinland 2019.)

## Employment of migrants

The employment rate of foreigners in Finland was 10% lower compared to the natives in 2014. However, after having stayed in Finland for more than 10 years, the difference was only 5%. The best employment rate covered persons with high education and with Estonian or North American background, those coming from EU or EFTA countries or having moved to Finland to work or study and those with advanced spoken Finnish language skills. Although people with refugee background had most difficulties in getting employed, 50% of them had a job after 10 years of residence in Finland. Getting a job was hard, especially, for female migrants due to starting a family at an early age. For male foreigners, however, the rate was only a few percentages lower than for the male natives. According to several studies, Finnish language skills form the most important factor in promoting employment. (Nieminen et al. 2015: Ulkomaista syntyperää olevien työ ja hyvinvointi Suomessa 2014)

## 2. Concept of mentoring and mentoring migrants in Finland

A short definition for mentoring is interpersonal relationship between two (or more) persons based on confidential communication. Traditionally, mentoring refers to a method of transferring wisdom and knowledge of an older, more experienced person (a mentor) to a younger one, (a mentee or an actor), the main objective referring to the support of the mentee's learning process. (Karjalainen 2010; Korhonen 2010.) However, nowadays mentoring is considered as a learning process based on mutual, social and equal sharing of peers. It can happen among pairs and groups as well as via the Internet (Korhonen & Puukari 2013; Korhonen 2010; Heikkinen et al. 2008.)

It is said that mentoring is a concept with 'many faces' (De Cuyper & Vandermeerschen 2018, 7). Close concepts are tutoring, godmothering, supervision, coaching, training, preparing and facilitating (Kupias & Salo 2014; Isotalo 2010). There are similar features in various forms of guidance and support but the interpersonal relationship between a mentor and a mentee is heavily emphasized in mentoring. Tutoring equals with concise guidance of new students in schools and colleges as well as in matters, primarily, connected with their studies. Mentoring, however, refers to an interpersonal relationship between a mentor and a mentee being based on reflection of experiences which may include, e.g. themes or topics not precisely defined (Vesterinen & Kauppinen 2006; Mäkinen 2014).

Mentoring has been applied in different contexts, for people of different ages and stages of life; in international contexts, for instance, to develop working life environments, to support individual studies, to help drug or alcohol addicts, in multicultural environments, religious communities as well as youth work and pedagogical settings (see, e.g. Karjalainen 2010; Korhonen 2010). The method has been widely applied in universities, companies and working life development, especially as a tool in HRD, in which case the objective is often motivation of newcomers into working life routines as well as to transfer and share tacit knowledge, professional skills and competencies based on experience (for instance Isotalo 2010).

In the project MentoMigri (Mentoring Migrants on the Upper Secondary Level Education), peer mentoring, primarily, is applied. Thus, the mentor and the mentee are peers sharing an equal position without connections based on, for instance, values or competences (Leskelä 2005; Karjalainen 2010; Reeves 2017.). Both partners learn and get an opportunity to adapt critical views via 'learning partnership' (Korhonen 2010). The ideas of sharing and constructing something new with each other in peer mentoring are emphasized since another one of them is more experienced in some areas of life. Whereas the other one may master some other areas of life much better. Acting as a peer can support the mentor's own studies or work tasks, problem solving and sharing during the daily life.

The activities of the project are based on intercultural mentoring. Interculturality refers to mutual and appreciative dialogue between different cultures (Wilhelmsson 2013; Reeves 2017). In practice, intercultural mentoring is support of studies and learning combining native Finns' and migrant students' mentoring processes. The choices made to execute

the mentoring programme in this project are described in more detail in a separate attachment (Appendix 1). On definitions of mentoring as a concept in the course of this project, see also Chapter 3.1.

Mentoring programmes at schools and colleges are considered a relatively typical way for mentoring; this is the case in Finland, too (Kupias & Salo 2014, 60–61). A common way to organize mentoring for students concerns mentors from working life, whereas peer mentoring among students, themselves, is not so common (e.g. Luhanka-Aalto 2017). Mentoring has become more popular among the Finnish tertiary level education providers (universities) directed to migrants with higher education background in the past few years. However, it is not yet established, nor systematically or extensively organized.

Not many mentoring programmes have been available for migrant students on the upper secondary level education, so far. In the project 'On the Learning Steps in the Northern Ostrobothnia Region', first year Practical Nurse students with migrant or Roma background were recruited to become mentees while their second year or higher education peers worked as mentors (Pinolehto 2017). In Varia Vocational College in Vantaa, Finland, both Finnish and migrant Practical Nurse students have been supported by peer mentoring programmes to solve challenges with learning, professional growth or well-being (Tanninen & Saarinen 2013).

In Finland, it has been suggested that an extensive 'mentoring system' should be designed to support migrants during their integration processes. Moreover, the skills and competences of those already well-integrated could be used (Eskola 2016; Ala-Kauhaluoma 2018). Mentoring programmes have been further developed with projects, which has created challenges for continuity and systematic improvement (Ala-Kauhaluoma 2018). Mentoring processes for migrants have often been led by volunteers or NGO's in Finland (Ala-Kauhaluoma et al. 2018).

Internationally, mentoring programmes have been considered as methodological examples to improve employment situation of migrants (Rilla et al. 2018; De Cuyper 2019). On the other hand, studies on the effects of mentoring and migrants' employment are scarce. According to a Swedish report, mentoring cannot be considered as 'a fast solution' for, e.g. refugees' integration on the labour market (Månsson & Delander 2017).

Some Finnish mentoring projects and programmes will be introduced below. Several development projects have been executed in Universities of Applied Sciences. For example, the project MESH – Networks and Mentoring in Favour of the Employment of Migrants at the Turku University of Applied Sciences (2019-2021) aims at systematic support of migrants' employment activities.

The project Migrants to Higher Education and Working Life coordinated by DIAK - Diaconia University of Applied Sciences (in Helsinki, 2017-2019) aims at supporting migrants in applying to Social and Health Care studies and, further, to working life. Students of Universities of Applied Sciences have coordinated group mentoring for migrant students interested in higher education studies of Social and Health Care.

Three Finnish education providers, i.e. DIAK - Diaconia University of Applied Sciences in Oulu, Finnish Diaconia College and Vocational College of Oulu coordinated a project From Learning Steps Towards Working Life (2018-2020) aiming at providing a mentoring programme to migrant and foreign students as well as Roma students living in Finland.

In the project On the Way to Working Life (2017-2020) coordinated by The Family Federation of Finland (Väestöliitto) in the Metropolitan area and in the northern part of the country (Oulu Region), the aim is creating an inexpensive mentoring model to guide towards work, education or entrepreneurship. The target group of the project includes migrants without labour market experience due to the years spent at home or to personal health reasons.

The Family Federation of Finland has also developed a Career Mentoring Programme, especially, for educated female migrants. The aim is to enhance working life skills and competences of migrants as well as to help them find work matching their prior learning. The advantages of mentoring match not only with migrants' (professional) networks but also their Finnish language skills and, especially, professional language competences (Ahlfors 2014; Vanhanen et al. 2013.).

The project Kielen avulla osalliseksi (Integrating through Language, University of Oulu, 2018-2021) aims at applying the model of Career Mentoring Programme (Ahlfors 2014). It is based on the concept of a widely experienced Finnish professional helping and guiding migrants in the same professional field. The target group consists of (highly) educated migrants.

### **3. Mentoring migrants on the upper secondary level education – a project description**

Maahanmuuttajien mentorointi toisella asteella - Mentoring Migrants on the Upper Secondary Level Education, MentoMigri, is a project funded by the European Social Fund and coordinated by Jyväskylä Educational Consortium Gradia in Finland. Gradia provides upper secondary general (GE) and vocational (VET) education for ca. 23 000 students annually, out of which ca. 1900 students spoke foreign languages excl. Swedish or Sami as their mother tongue (in 2018). The regional project partners are JAMK Jyväskylä University of Applied Sciences, Jyväskylä College of Services and Folk Highschool in Northern Central Finland - Karstula Evangelical College. All of them provide education for migrants, too.

At the planning stage of the project, several reasons were known to explain the relevance of the themes of MentoMigri in the contemporary and future Finnish society. Funding of the upper secondary level education (16+) was cut by the Finnish Government in 2017 causing severe shortage on funding for supporting migrant students. Thus, there is a greater need for the models developed in this project. Legislative changes of VET in the beginning of the 2018 resulted a combination of adult and youth education curricula.

Furthermore, new student-driven ways to support both young and adult students in their individual learning paths are now arisen.

Another objective of the project is to develop a mentoring model to build the most effective means to support students with migrant background and, thus, to prevent educational drop-outs. On the other hand, the mentoring model is expected to be effective in teaching mentoring and multicultural skills for mentors and supporting their studies, too. The process will, eventually, strengthen students', both mentors' and mentees', competencies needed in modern working life. As a result, two-way integration is highlighted and strengthened.

The models were tested in three piloting phases, Pilots 1, 2 and 3. After the first one, feedback was collected from both mentors and mentees, and it was analysed to further develop the models for the use in Pilot 2. The development process is closely described below.

### **3.1. Transnational cooperation**

Transnational Cooperation Agreement (TCA) with Belgium, Sweden and Germany gives extra added value to the project offering research-based, experimental and educational support as well as a variety of mentoring models to be tested and used. The TCA Project is called MeMoRe (Mentoring Models for the Integration into the Labor Market of Refugees). The English title of the Finnish project is MentoMigri (Mentoring Migrants on the Upper Secondary Level Education).

The transnational project cooperation is mainly focused on mentoring at work of refugees and/or asylum seekers. The key issue in MentoMigri is to support the skills needed in the working life with the help of mentoring while studying on the upper secondary level education. As mentoring is involved during one's studies, it most probably has a positive effect on employment of both mentors and mentees, especially, when discontinuations can be avoided, or multicultural skills in the working life can be strengthened. Moreover, the target group of the Finnish project covers all the migrants in the partner organizations, no matter what the cause of migration is. The need for support during the studies is not connected with the cause of migration.

One of the significant results of the TCA is the mutual definition for working life mentoring, which has been studied by the researchers of the University of Leuven in Belgium.

*A person with more experience (a mentor) provides guidance to a person with less experience (a mentee), the objective of which is to support the mentee in making sustainable progress in his or her journey onto the labor market. Both the mentor and the mentee voluntarily commit to this and establish contact on a regular basis. The relationship is initiated, facilitated and supported by a third actor (an organization). While asymmetrical, the mentoring relationship is of a reciprocal nature. (De Cuyper & Vandermeerschen, 2018.)*

Since MentoMigri does not clearly deal with working life mentoring, the concept slightly differs from the mutually designed definition. In the pilot phases of MentoMigri, the mentor and the mentee were understood to have an equal and symmetrical relationship with each other since both were students. The aim was not, directly, to help the mentees enter the working life but to support both in their studies and in their daily lives. One of the aims was, also, to strengthen the competence of the mentor. He/she is not only a providing but also a learning and experiencing partner of the process. The mentor can be more experienced in some matters than the mentee and vice versa.

### **3.2 Aims of the project**

According to the researches on mentoring, an important criterium of a successful mentoring program is the clear definition of the key goals – what is to be achieved and why (De Cuyper 2019, 7). There are four main aims in the Project MentoMigri (Table 1). The first one is to add support and assistance for migrant students on the upper secondary level education to complete their studies and to promote equal possibilities for education.

Secondly, to improve multicultural skills and knowledge of the students for the needs of the regional working life. Third aim is to widen the scale of the Finnish upper secondary level education training programmes, and the fourth one deals with improving two-way integration between migrant and Finnish native students. The two-way integration is a process, in which individuals, both migrants and natives, adapt to each other. So, both need abilities to produce successful results in the two-way integration processes.

OBJECTIVES OF THE PROJECT MENTOMIGRI
1. To add support and assistance for migrant students
2. To improve multicultural skills and knowledge of the students
3. To widen the scale of training on offer
4. To improve the two-way integration processes

Table 1

### 3.3 Target groups

There are two main target groups in MentoMigri. The migrant students in the upper secondary level education in Jyväskylä Educational Consortium Gradia (JEC, the project coordinator), Karstula Evangelical College and Jyväskylä College of Services form one of the main target groups. Another one includes the Finnish students in the educational fields of Social and Health Care (e.g. Practical Nurses) and Youth and Leisure Time Instruction in Jyväskylä Educational Consortium.

The target groups of MentoMigri include students willing to expand their vocational studies and professional interests with mentoring and multicultural skills as well as migrant students studying in Finnish upper secondary schools and colleges with a need of additional help and support in order to be able to graduate successfully. Indirectly, Finnish working life partners benefit from multiculturally and internationally oriented and competent employees.

### 3.4 Description of the developmental process

The project started in the early spring of 2017 with discussions concerning the aims and methods of the future project and its implementation among the participating organizations. At first, the participants were informed about the project, its aims and preferred outcomes. The personnel and students of the coordinating organisation of MentoMigri, Gradia, were also internally informed about the project. Planning the schedule, contents and materials for the mentor training program took place during the spring and summer of 2017. Simultaneously, future mentors and mentees were informed, promotional material was prepared, and application processes were planned. The first model for mentoring migrants on the upper secondary level education was designed during the summer 2017, and further developed in August 2017 (see Figure 1).

The basis for the first model was adapted and collected from the literature and studies dealing information on an effective mentoring process and its basic elements including coordination of activities, communication and marketing, mentor training, background information, matching mentoring pairs, meetings and evaluation. There were a few

preconditions in the educational environments to be filled: the academic school year with its terms, for instance, did not allow long-lasting mentoring relationships. Furthermore, it was not advisable to commit all the educational fields into the process in the first pilot phase; only three programmes were chosen. The project resources offered an opportunity to involve a Project Coordinator to plan and organize the processes and all other practical arrangements during the project. These primary principles of the first mentoring model were described in the project application as well as the project budget.

### Pilot 1

Informing the target groups started the mentoring process in order to find potential participants in August 2017. Communication and marketing activities are described in more detail in the chapter 3.5.1. Prior to it, informing future mentors was started due to a training period organized for them before the first meeting of mentoring pairs. A two-day training period was developed based on the resources available, on the organizational arrangements of VET as well as on the consideration of the project workers. The topics of the first day include intercultural competences. The main topic during the second day deal with the actual mentoring (see chapter 3.5.2).

After reaching the target groups, the project workers advised the applicants in giving their contact and other personal information to further define the mentoring pairs. This process has been described in more detail in the chapter 3.5.3. The mentoring pairs would meet the first time immediately after the mentees had been more closely informed about the activities. Moreover, it was agreed upon an interim meeting with evaluation on the activities. Finally, an end meeting was also organized to complete the evaluation and conclude the mentoring processes (see chapter 3.5.4).

# Mentoring Migrants in the Upper Secondary Level Education (16+) in Finland

8.11.2018

## MENTORING MODEL

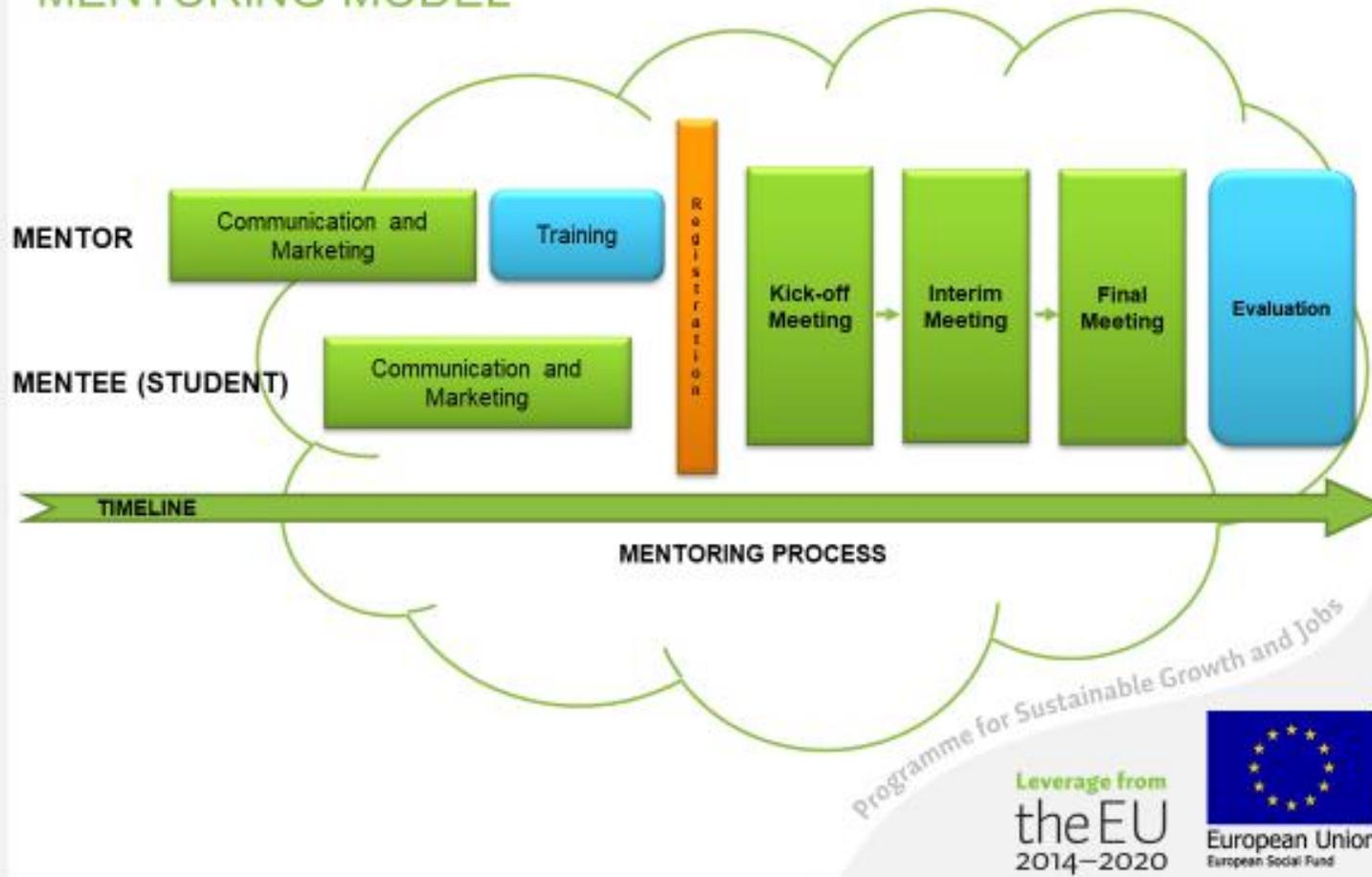


Figure 1

Activities carried out during the autumn 2017 included, for example, planning the evaluation and activating the transnational cooperation. The first meeting of the TCA consortium was held in Brussels, Belgium, from 19 to 22 September 2017. The partners got to know each other and the base for the common project work was created.

Pilot 1 proceeded according to the previously designed plans. The interim meeting for the mentoring pairs and interim evaluation of the process were organized in October 2017. The final meetings of the two groups were held in December 2017 after the three-month mentoring process. One of the groups carried out a longer mentoring process lasting until February 2018, i.e. ca. five months. In the final meetings, the evaluation information was collected from the participants. Similarly, feedback was collected from the teachers of the participants as well as from the tutor-teachers who supported, especially, the mentors. For the activities of Tutor Teachers, see chapter 3.5.4.

Results of the final evaluation in Pilot 1 were completed in Spring 2018. The feedback summary by the mentors and the mentees in Pilot 1 is described in detail in the Figure 2 below. The complete feedback information by the participants and the teachers is more precisely analysed in the chapter 3.6.1.

*Experiences of the Mentors (13 pers.) and  
the Mentees (35 pers) in Pilot 1*

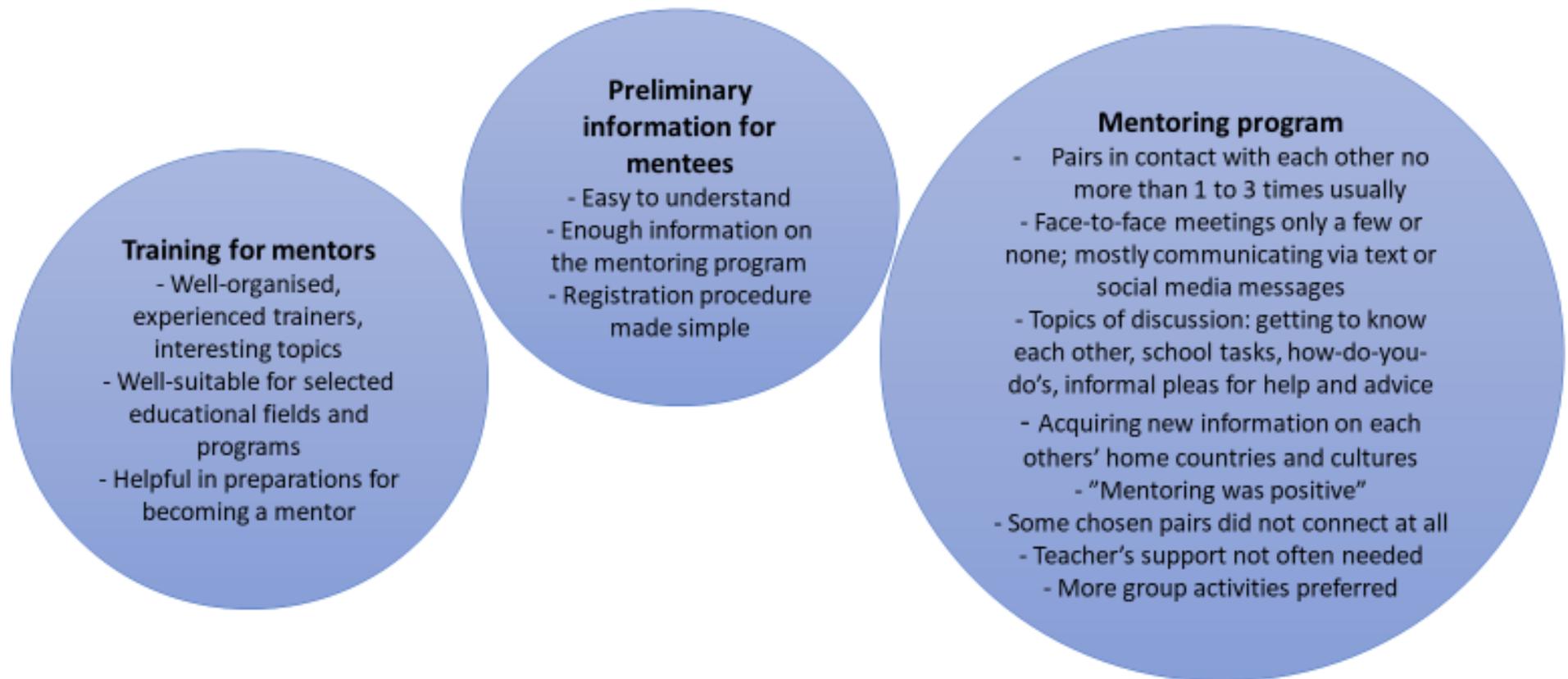


Figure 2

According to the final evaluation process and the feedback given after Pilot 1, the models for mentor training and mentoring migrants were modified as follows.

- Training: further functional methods and concrete examples (Mentoring Stories) were added, theoretical information was slightly simplified, commitments and activities of the mentors were highlighted, further ways of mentoring were brought up;
- Start-up information for mentees: more time was reserved for the meetings; the concept of mentoring was opened with concrete examples;
- Kick-off meeting: more time was reserved for the meeting in order to get acquainted with all the participants (i.e. not only your own mentor/mentee), use of functional games;
- Interim meeting: the mentees were asked about their individual needs, sense of community was strengthened using a funny quiz, a separate picture-based interim evaluation process for the mentors to assess the mentoring activities.

In every meeting, special attention was paid to the participants using digital connections:

- Mentoring process: time and place were reserved weekly at the school premises to enable the mentoring pairs to arrange their face-to-face meetings without difficulties; active support provided was emphasized to the participants.

After these modifications, a new version of the Mentoring Model was developed in spring 2018 (Figure 3).

Mentoring model: version 3, May 2018

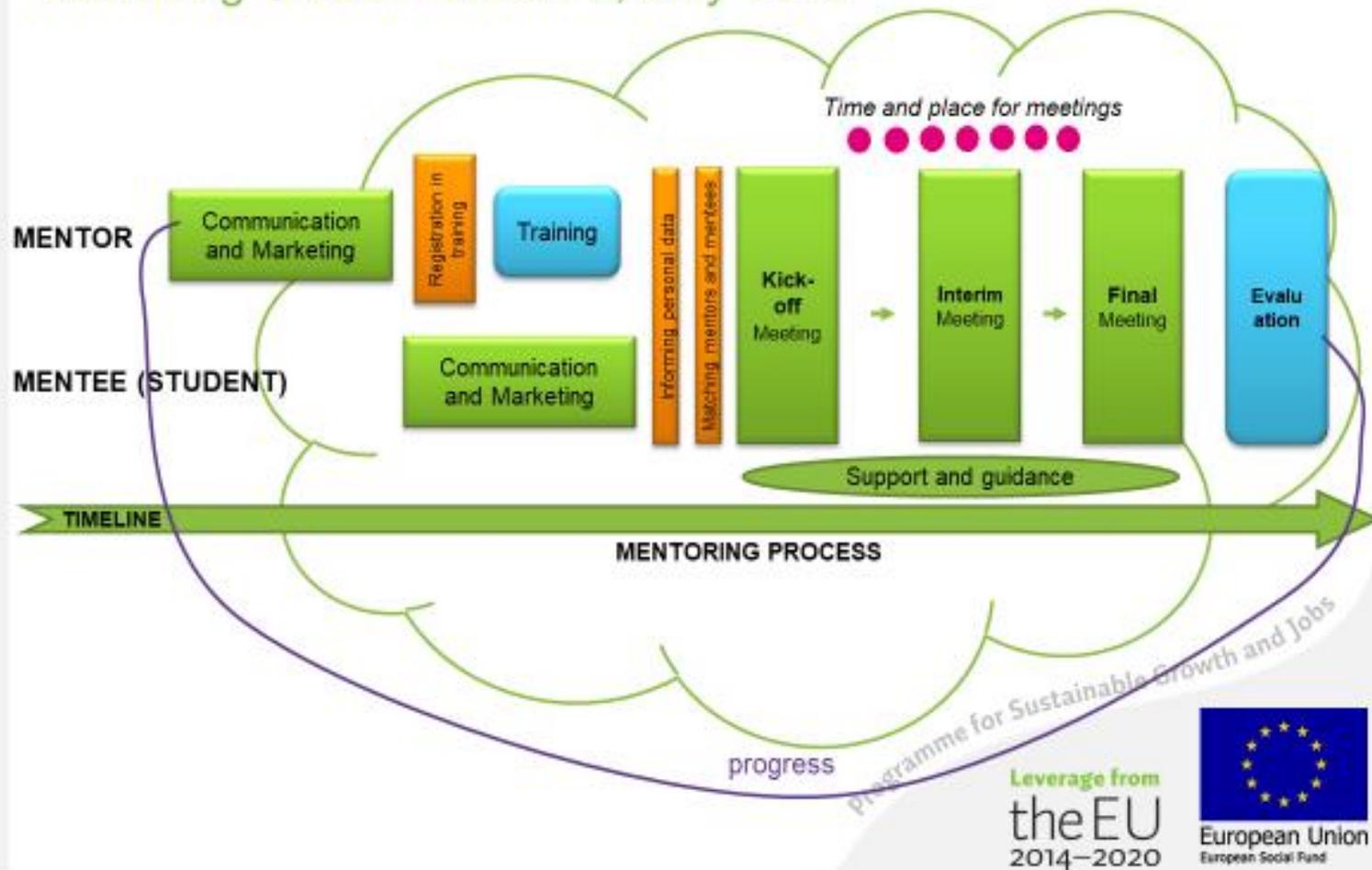


Figure 3

The modifications made to Pilot 2 with justifications and feedback based on the first pilot are described in more detail in the Appendix 1.

## Pilot 2

The timetable for Pilot 2 starting in spring 2018 is shown in Table 2.

TIME	ACTIVITIES
Spring 2018	alterations made in models and materials according to the feedback given in Pilot 1, marketing mentoring programs for teachers of the partner organizations
Spring/June/August 2018	marketing mentoring programs for potential mentors and mentees, registration of mentors and mentor trainings
August 2018	applications of mentees, mentoring training process continues
September 2018	creating mentoring pairs, kick-off meetings, starting the mentoring processes
October 2018	interim meetings and interim evaluation
November 2018	final meetings and final evaluation
Early Spring 2019	evaluation completed, modifications made in the models and materials according to the feedback given in Pilot 1

Table 2

In the first pilot phase, all the mentors studied at the Jyväskylän Educational Consortium Gradia. According to the feedback from partnering organizations and their mentees, it would have been preferable to involve mentors from the same organization. In the tables 3 and 4, the amount of the mentors and the mentees in the pilot phases 1 and 2 are illustrated.

MENTORS	PILOT 1	PILOT 2
registered and participated in the training	24	25
started in the mentoring process	19	24
completed the process	15	24
female / male	70 / 30 %	92 / 8 %
average age	30 v.	32 v.
mother tongue Finnish / other	85 / 15 %	75 / 25 %

Table 3

MENTEES	PILOT 1	PILOT 2
informed their personal data	90*	35
started in the mentoring process	41*	32
completed the process	32	31
female / male	51 / 49 %	47 / 53 %
average age	26 years	29 years
different mother tongues	15	15

Table 4

As seen in Table 4, 91 mentees applied in Pilot 1. Since the lack of mentor applicants, an opportunity for mentoring could not be offered for all the interested migrant students. Therefore, 49 persons lacked a mentor. Their Finnish language competence was estimated to be insufficient for mentoring, i.e. below A2 (cf. De Cuyper 2019, 14).

The results of the final evaluation of Pilot 2 were completed following the analysis in spring 2019. Further information on the evaluation process and its results in Chapter 3.6.

### Pilot 3

As the project was allowed a six months' extension (1.3.-31.8.2019), Pilot 3 could be carried out by two project partners, too, Jyväskylä College of Services and Karstula Evangelical College. Thus, the partners were able to take more responsibility in carrying out the project activities as well as to modify them to more successfully match their own needs. Pilot 3 was started in January 2019 continuing until May 2019. No modifications were made to the Mentoring Model, at this point. Instead, possible changes were flexibly

designed along the way according to the partners' needs and changing situations. The number of participants in Pilot 3 was clearly the scarcest with nine mentors and eleven mentees, most of them students of Jyväskylä College of Services.

In Pilot 3, most of the mentors (six persons) were the same persons as in Pilot 2. As experienced mentors, they received only a short review at the beginning of the process instead of more profound preparation. To recruit new mentors, the experiences and stories of the previously working mentors were shared, which turned out to be a good method added to the printed Mentoring Stories delivered earlier. To the beginners (three persons) the preparation process was carried out as in Pilot 2.

Most of the mentors, i.e. eight persons, were beginners invited to the beginners' info meeting. The idea of mentoring was repeated with those having previously worked as mentees, themselves, (three persons). After starting the process, both partners organized an individual interim meeting. Moreover, the support and guidance activities were organized by tutor-teachers of the partner organizations from the beginning to the end. The final meeting of Pilot 3 was carried out as in Pilot 2.

The weekly timing and venue of mentoring meetings were organized at the Jyväskylä College of Services. They were, however, seldom used since the students could meet each other in other connections, too. In addition to the interim meeting, all the mentors and mentees would meet twice by an invitation of a tutor-teacher. Mentoring activities during the process were composed in connection with the group members. These meetings work well and are recommendable in order to enhance the sense of community among the participants and, thus, to lead to better mentoring results. (Pietiläinen 2019.)

Participant feedback was collected from Pilot 3, too, but it was not included in the actual project evaluation due to the project timetable. Instead, there is more information in the Chapter 3.6 on self-assessment of a tutor-teacher working in one of the partner organizations in Pilot 3.

### **3.5 Results of the project**

The main results of the project are the Mentoring Model (Figure 3), the descriptions and synopsis of the mentor training process and its instruction material as well as of the complete mentoring process. The results are described in more detail in the following chapter.

### 3.5.1 Informing and recruiting mentors and mentees

As referred above, the mentors in Pilot 1 were students of Social and Health Care, Youth and Leisure Time Instruction and Learning Support in Schools and Morning and Afternoon Activities Instruction in Jyväskylä Educational Consortium Gradia. In Pilot 2, there were also students from Jyväskylä College of Services and Karstula Evangelical College. As the mentors already studied in these colleges, the recruitment process was relatively simple and straightforward. They were easily informed by the colleges' communication channels and by their teachers.

A variety of early communicative activities to recruit the mentors was needed well before the start of the actual mentoring process to organize training for the mentors first. The main responsibility of the communication activities lay on the Project Coordinator. The first and most important target group included teachers in the above-mentioned educational fields. They were encouraged to inform their students. They were also advised to give guidance and support for the mentors-to-be (Appendix 2). Furthermore, a special information sheet was designed for the latter (Appendix 3). Internal communication in the colleges was delivered via Intranets and Wilma, the national student administration database, as well as by visits to the college units and individual departments. Tutor teachers of the above-mentioned educational fields were involved, too.

There were five tutor-teachers in total, one per each educational field and one in each partner college. They were responsible for informing other teachers and potential future mentors (their students). Mentor students were well caught by tutor-teachers, by the Wilma Student Database and partly 'through the grape-vine', too, as students informed each other.

Students willing to be voluntary mentors were sought for. However, at the information stage, they were informed that their mentoring activities would result study credits if negotiated with their own tutor-teachers. One of the teachers, still, informed her students that participation was obligatory. No comparisons, however, were later made between the voluntary and obligatory involvement in Pilot 1. The project workers reckoned that the voluntary students were more strongly committed into the process. Following this, students in Pilots 2 and 3 worked on a voluntary basis but their work was accredited.

If it had been too difficult to recruit mentors, it would have been possible to find them in other vocational colleges or among the voluntary workers in the Multicultural Centre Gloria ([www.gloriajkl.fi](http://www.gloriajkl.fi)) in the City of Jyväskylä. According to De Cuyper (2019, 17), it is often useful using external partners or networks in recruiting mentors. If there had not been any mentors at all in a certain educational field, it would have been possible to strengthen the recruitment process in the other fields. The project workers were prepared to start the mentoring process later in case there had not been enough Social and Health Care students in due time in Pilot 1. However, this was not necessary. The amount of the mentees was limited, instead, due to their poor language skills (see Chapter 3.4).

The mentees were students in the above-mentioned colleges, too. Thus, it was easy to contact them. To reach them, it was necessary for their teachers to be able to share accurate information on mentoring. The teachers working with migrant students, especially, were contacted and informed. They were also advised on how to tell about mentoring to the potential mentees (Appendix 4; see also De Cuyper 2019, 13). Some of the mentees had found information in Wilma (Appendix 5). The grapevine seemed also to have been working well with the mentees. Unfortunately, there were eager and interested students, too, who received the message too late.

### **3.5.2 Mentor training and training material**

Training of mentors connected, especially, with the topics of interculturality and diversity is considered as an essential issue according the previous research (De Cuyper 2019, 22).

A mentor training programme for students willing to be mentors was developed. The training lasts two days (à 2 x 7 hours + 2 hours' independent work) consisting of two topics and it was organized six times during the two pilot phases. Moreover, one training process was offered to new mentors in Pilot 3.

The program aims at providing and strengthening both multiculturalism and mentoring skills of the students. During the project, this program was offered to the students in the educational fields of Social and Health Care (e.g. Practical Nurses), Learning Assistance (Support in Schools and Morning and Afternoon Activities Instruction) and Youth and Leisure Time Instruction in Jyväskylä Educational Consortium. In the pilot phases 2 and 3, it was also offered to the students of Karstula Evangelical College and Jyväskylä College of Services.

Day 1 deals with intercultural issues with the following topics:

- 1) Preconditions for understanding different cultures and cultural diversities
- 2) Individual adaptation to cultural diversities
- 3) Multicultural communication and methods

At first, students were assisted in filling the project's administrative information templates and research permissions. They were also informed about the mentoring process and the background of the project. The agenda continued with arguments on the significance of intercultural skills in the present and future working life contexts. The concept of culture was introduced emphasizing the individual features of each representative of another culture - no matter how many similarities there can be found.

Day 1 started with a lecture. Mentors-to-be were repeatedly encouraged to interrupt and pose questions and consider their own opinions. Slide presentations, music videos, photos and pair or group assignments were used as supporting material. The key concepts and the current issues connected with the topic were explained. Topical information on multicultural matters in Finland was shared, e.g. the migration statistics as well as the

reasons for migration. Surprisingly and despite of the media reports, migrants having entered the country as refugees or asylum seekers form only a small portion of all the migrants arriving to Finland. The most common reasons for migration are those concerning one's family, studies or work commitments.

Cultural diversity was discussed using the theoretical framework by Geerd Hofstede ([www.geerdhofstede.com](http://www.geerdhofstede.com)). In this connection, the significance of an objective attitude was emphasized. On the other hand, also the challenges of objectivity in cultural comparisons was discussed. Other cultures are usually seen via one's own culture which is considered the right and the best one. When cultural varieties are handled, it is advisable to realize not to comment anything to be 'good' or 'right' when compared to something else. Instead, all the cultures are different from one another.

Stereotypes and prejudices as well as recognizing them in one's own thinking are important topics of discussion, too. Moreover, an individual's ability to adapt new cultures was discussed. Future mentors were given hints during the training program on how to find information, for instance, on services available for migrants. Further significant themes included cultural differences in communication as well as ways to communicate in situations without a mutual language since a mentoring relationship is created with communication.

The program of Day 2 included concrete mentoring skills with the following topics:

1. The concept of mentoring, common principles and ethical principles
2. Many ways of mentoring
3. Roles and tasks of the mentor, mentoring as interaction and process.

To start Day 2, students discussed the assignment given the day before. They had familiarized themselves with the stories of the mentors and mentees participating the mentoring process earlier. Students were asked to discuss the stories and pose questions concerning mentoring in general and their future role as mentors, especially.

The training period on these themes was based on slide presentations, video clips and pair or group exercises with which the students were guided to think about, e.g. their own motives to take part in the mentoring process or place their souls into the role of a mentor. Moreover, possible challenges in mentoring, e.g. lack of communication, misunderstanding, unreal expectations and lack of time were handled. The emphasis lay on the mentor's many different roles; there is no one and only 'correct' way to be a mentor.

A mentor is not expected to act as an authority, a 'rescuer', a therapist or an omnipotent problem-solving automat. It is, especially, important for the mentor to remember the value of positive and encouraging feedback as well as to allow enough time and options for the mentee as well as the development of the mentoring relationship. The mentoring relationship must be understood as a process with varying situations and needs that can change along the way.

Furthermore, cultural diversities shall not be, especially, highlighted during the mentoring process but rather be considered when it concerns for communication, interaction or the concept of time, to name a few. The mentors were encouraged to be actively interested in mentees' cultural background and find out what they would do and how to act in their home countries in defined situations. Finnish was recommended to be the language used since most of the mentees had expressed their wish to strengthen their Finnish language competence during the process.

Human behavior can only be understood by one's personal history. Thus, asking, asking again and confirming are valuable skills. In the mentor's point of view, creating a safe and confidential atmosphere right at the beginning of the relationship is crucial. The curriculum of the mentor training program is described in more detail in the Appendix 6.

### **3.5.3 Registration, selection and matching of the participants**

A common way to match mentoring pairs is to collect the basic information on the mentors and the mentees by, for instance, an electric form followed by an individual interview of all the interested applicants (De Cuyper 2019, 25). Prior to the beginning of the mentoring activities, the mentors and the mentees were asked to give their contact and personal information via an electric Webropol template or by mailing the registration template to the project workers. By doing this the participants were officially registered in the project. The participants gave their names, genders, ages, mother tongues, language skills, home towns, educational fields, tutor teachers' names and contact information. Furthermore, they could express their hopes regarding the future mentor or mentee. However, the coordinator clearly expressed on the registration template that all the hopes could not, probably, be met. A larger number of options would have caused more challenges in matching the mentoring pairs. In addition, the project workers reckoned that the mentors would not have too many hopes; the emphasis during the training lay on professionalism. Clients or work mates cannot be chosen in real-life situations, either. This seems to apply also in mentoring.

In the first pilot the amount of the willing mentees was large in relation to the mentors (90 mentees per 24 mentors). To avoid the situation with a mentor supporting several mentees, 49 mentee applicants were left out to wait for new mentors to be recruited. Among them were migrants with lesser Finnish language skills (below A2). Unfortunately, no mentors were found, and those applicants were left out.

When the mentoring pairs were matched, hopes concerning gender, profession, home town and age were, especially, considered. The participants, too, had expressed the same hopes but many of them would, also, express that the background of the pair is not important. If the mentor was an immigrant, too, the project workers would try to find a mentee from another cultural area to help the mentee develop his/her intercultural skills. On the other hand, gender or nationality has only a little significance on the mentoring

results according to a research on refugees' mentoring program (Månsson & Delander 2017).

One of the project workers, who was also the primary coordinator, was responsible for matching the mentoring pairs. She compared the persons' expectations and, so, would choose the pairs matching each other in the best possible way. The hopes concerning gender were always fulfilled. Those regarding age or profession, on the other hand, were not, due to the mentors' known educational fields. All the mentors in Pilot 1 came either from Gradia Jyväskylä or Gradia Jämsä. In both pilots, the mentees from Gradia Jämsä could be met with the mentors from the same town, too, but in the first pilot the mentees from Karstula faced challenges in meeting their mentors from Jyväskylä due to the long geographical distance. Regarding gender, it was interesting to realize that some of the male mentees preferred a female mentor their argument being that Finnish women are more talkative than men and, thus, they would make better mentors.

Some mentees gave feedback on the mentors. One of them was disappointed to have received a mentor with migrant background, not a native Finn. Some felt that the personalities of the mentor and the mentee did not meet, nor the mentor was of the same age as the mentee. One of the mentees suggested that the mentoring pairs would be matched by giving a mentee a chance to choose the suitable mentor from those standing in front of him/her. The project workers were pondering the alternatives for matching the pairs but decided to keep the method previously agreed upon. It would have been, naturally, possible to ask both to produce a short introduction video of themselves and, then, offer a chance to hope for a certain mentor/mentee. This, however, could have taken a lot of time and paid too much attention to external matters instead of a professional and neutral approach.

#### **3.5.4 Mentoring process, follow-up and support**

In MentoMigri, activities resembling project-type mentoring were preferred. This would also fit better into the vocational colleges' annual terms. In this project, the mentoring relationships lasted from three to five months, being relatively short-lasting. The duration of mentoring activities has been limited from three to six months in many international employment projects targeted to highly educated refugees (De Cuyper 2019, 31).

Participants were advised to contact their pairs regularly once a week in a way they were free to choose (face-to-face meetings, email, WhatsApp, phone calls, video calls, Facebook etc.). Mentors and mentees were encouraged to discuss and agree upon the pace of contacts and meetings convenient for both parties (see also De Cuyper 2019, 29). Regularity and continuity were considered important. It should, at least at the beginning, be based mainly on the mentor's activity. Simultaneously, however, the project workers were well aware that weekly contacts might be challenging, especially to those pairing with someone currently engaged in work placement activities in another town somewhere else.

The participants were instructed to meet each other at the beginning of the process in a neutral location, such as a college, cafeteria or library. In Pilot 2, the weekly meeting venue and timing were provided by the college. No other instructions regarding the contents and topics of discussion were given; the only and main emphasis lay on the needs of the mentee. It is important for a successful mentoring process that the mentee has been considering his/her own needs as well as the expectations regarding the mentor prior to the beginning of the process (De Cuyper 2019, 15-16; Montgomery 2017, 4).

### Preparing the mentees and kick-off meetings of the mentoring pairs

Prior to the first meeting of the mentors and the mentees, a common starting info meeting was organized with some background information on mentoring. According to De Cuyper (2019, 22), it is necessary to organize preparation and training also for the mentees. At the same occasion, the starting information templates of the European Social Fund as well as the evaluation permissions were filled, and basic information on MentoMigri was delivered.

In the first pilot, there was not enough time for this (no more than 60 mins) and, so, in Pilot 2, the timeframe was doubled. It is highly recommendable to share enough accurate information also to the mentees before the actual process. It shall be done by using the plain (Finnish) language or the mentee's own language in order to ensure that the information is fully understood. In the first pilot, there were some misunderstandings causing discontinuation of a participant who had completely misunderstood the nature of this activity.

Immediately after the first meeting of the mentees, the actual kick-off meeting took place. To save time, this was the best way to do it to avoid the mentees' doubled travelling time. On the other hand, it would have also been practical to organize the starting info first and the kick-off meeting a week later to give the mentees some time to rethink the ideas based on further information shared in the meetings.

The agenda of the kick-off meeting was rewritten after the first pilot, thanks to the hopes of the participants. At first, all the mentors and the mentees were introduced to each other and familiarized themselves with easy games and exercises in small groups, changing the groups two or even three times. Moreover, the rules of mentoring were thoroughly explained and discussed with concrete examples. The mentoring pairs were introduced only after familiarizing themselves and repeating the rules together.

The pairs met each other and changed contact information. There were mentors in the first pilot with even three mentees chatting in small groups. The mentees from Karstula Evangelical College attended the meeting via a Skype connection. In Pilot 2, the mentors and the mentees came from Karstula and familiarized themselves there but attended the rest of the kick-off meeting using a video conference equipment.

### Interim meetings of the mentoring pairs

According to the researchers (De Cuyper 2019, 19; Montgomery 2017), supporting the mentors and 'mentoring the mentors' have been emphasized as a prerequisite to a successful mentoring process. The aim of the meeting organized in the middle of the process was to follow, guide and evaluate the process. The project workers aimed at supporting the development of the mentoring pairs' relationship and, also, offering them an opportunity for peer support. Simultaneously, it was a good way to strengthen team spirit of all the participants.

A problem was faced concerning the interim meeting: absence of some participants. Thus, the activities had to be re-planned considering that the presence of one's own mentoring pair was not necessary. The interim meeting was started by dividing the mentors and the mentees in separate groups in Pilot 2. By doing this, they were offered an opportunity to receive peer support from others in the same situation. The mentors discussed using illustrations how they had succeeded in the process so far, how they would continue and, possibly, improve during the rest of the time. Furthermore, the participants could share their experiences as well as get hints on what they had been up to with their mentees. The discussion was recorded and, later, used during the evaluation stage.

The mentees discussed their needs in various sectors of life in their own groups. Simultaneously, they were thinking of how mentoring and the mentor would be able to help them in these needs. This discussion, too, worked as a form of peer support as well as brainstorming on what can be achieved by mentoring at its best. Following these discussions, the mentors and the mentees continued working on written interim evaluation. They evaluated together how the mentoring process had succeeded so far and what they wanted to achieve during the rest of it.

At the end of the interim meeting, the mentors and the mentees were encouraged to play a quiz together, thus, strengthening their mutual relationship. The quiz questions concerned statistics with no expected, exact and right answers. All the answers were figures and, so, language competence was not an understanding challenge. Answering the questions demanded negotiation as well as trust on and support to each other.

The absentees were contacted later by email or text message in order to collect valuable evaluation information.

### Final meetings of mentoring pairs and finishing the process

The aim of the final meeting was to conclude the guided mentoring process together and collect further information on it. Time was given to fill in the finishing documents of the ESF funding together. The idea of the project was discussed once again and the participants informed about the reasons for feedback and evaluation, which was aimed at developing the process to meet the participants' needs even better.

Written evaluation material was collected several times and on various themes. In the first pilot, the themes concerned marketing and communication, the training program, the starting information and the mentoring process itself. Since only the mentors evaluated the training program and only the mentees the starting information, also the questionnaires were slightly different, and the feedback was physically delivered in separate rooms. The last thematic template concerning the mentoring process was filled in cooperation with the mentoring pairs. The project workers assisted with written documents, if necessary.

In the second pilot, feedback was collected in two parts. The mentors and the mentees were directed into their own rooms, separately. The project workers had realized in the first pilot that the mentors did not remember the contents of their training after a few months. Due to this, a short review on the topics was provided to the mentors prior to the evaluation. Simultaneously, the mentees were discussing the mentoring process in another room. The moderators made notes. Many of the mentees were able to give more variable feedback in spoken than in written form. Thus, this method worked quite well.

Following this procedure, the mentors and the mentees entered the same room to fill in the written questionnaires together. If one's own mentoring pair could not attend the final meeting, the mentor/mentee would give his/her feedback individually. Later, the absent person's feedback was collected by the Project Worker either by email or in a personal meeting. Finishing the process has been considered as a critical step in the mentoring process and in the final interviews including all the participants. A continuous contact lasting even for a year has been carried out in some international mentoring projects (De Cuyper 2019, 32). In the final project meeting, a certificate to the mentors and a small participation gift to all the participants were handed out. The participants were encouraged to discuss with their pairs a possibility to keep some contact with each other after the actual mentoring process.

### Roles of coordinator and tutor-teacher

The coordinator has an important role in follow-up and guidance of the participants in the mentoring process, the most important responsibility being 'mentoring of mentors', not supervising or 'controlling' the development of the mentoring relationships. (De Cuyper 2019, 20–21.) In this project, a project worker was employed in this project as the Coordinator with paid salary. She took care of the practical matters of the processes. Thus, the same person was responsible of marketing, communication as well as matching and training the mentoring pairs. She would design the material for the process, during which she also supported the mentees. Participants were encouraged not to hesitate to contact her in any possible queries or needs for discussion. She further contacted, e.g. the teachers in charge, mentors and their teachers whenever needed. She would see that each mentor and mentee received the invitation to the kick-off, interim and final meetings.

The Coordinator supported mentors, too, who would also be supported by their teacher, i.e. their tutor-teacher working in the same educational field. In this project, there were three tutor-teachers in Pilot 1, i.e. one per each educational field of the mentors. In Pilot 2, even five teachers were involved. The college tutor-teachers supported the mentees in the respective colleges.

Practically, the tasks of a tutor-teacher would include marketing of the mentoring process to potential future mentors in his/her educational field, answering questions and handling problems of mentors during the process as well as reminding participants of forthcoming activities and meetings. The Coordinator would send, for instance, the interim meeting invitations but the tutor-teacher would, still, see that the mentors would get the invitation and participate together with their mentees.

The tutor-teacher would contact the Coordinator handling problems whenever needed. The tutor-teacher in Jyväskylä College of Services describes her role:

*A tutor-teacher is needed to recruit, prepare and guide the mentoring process. I find this a very natural part of my work as a Study Counsellor as I normally meet and keep in touch with my students. Guiding mentors and mentees seems to demand regular reminding. As we all come from the same college, mentoring can easily be just a quick greeting in the corridors. We have been wondering if it is enough. Previously, as the mentor and the mentee came from different colleges, they used to have more meetings after the lessons. On the other hand, the meetings were seen a bit more complicated. Things seem to have two sides in this sense, too. (Pietiläinen 2019.)*

### **3.5.5 Recognition of mentoring competence**

A certificate was given to the VET students having been working as mentors. Furthermore, they could get accredited based on recognition and validation of their mentoring competence. The benefits from being a mentor were emphasized by delivering the certificate as well as to be used in their future careers. Although the certificate is not an official educational document, it proves the student's interest in multicultural guidance, gained experience and competence and, thus, can be very useful in the future career.

Competences in mentoring can be illustrated and recognized with the help of the so-called Competence Hand (Figure 4) with six different sectors, i.e. 1) knowledge, 2) skills, 3) experience, 4) networks, 5) identity and 6) willingness.

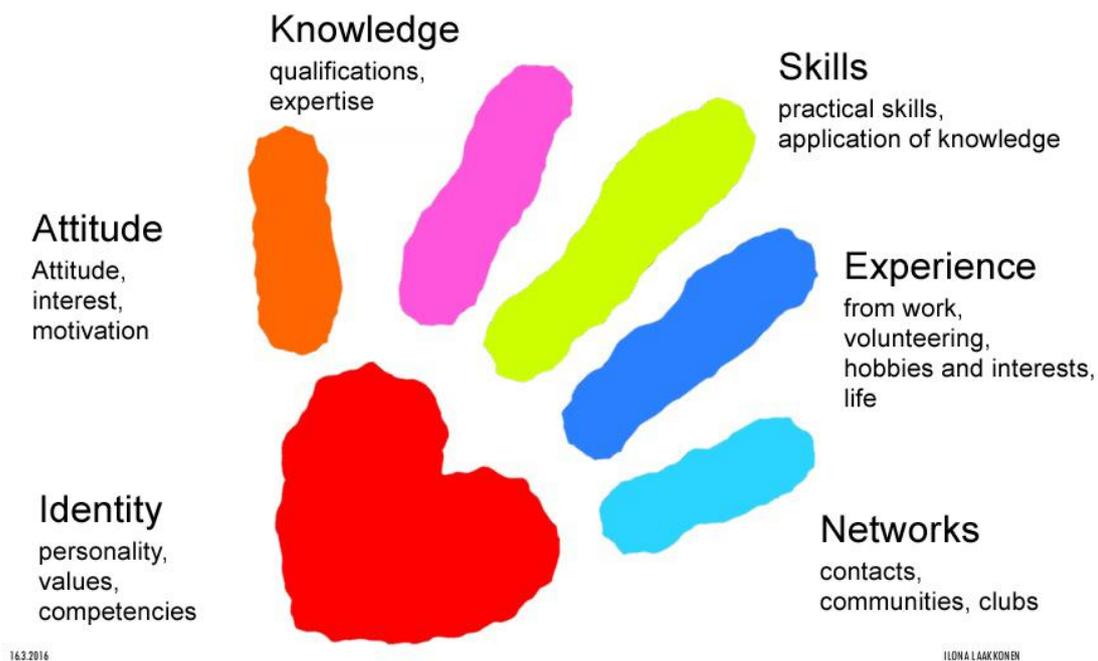


Figure 4

The mentors had an opportunity to, firstly, acquire a lot of facts on immigration, its causes and background as well as statistics during the preparation for the mentoring process. Secondly, they would learn more about cultural variations and mentoring methods. Thirdly, the actual mentoring process would enhance their multicultural skills in practice.

Discussions with people from different cultures and interaction with them were unforgettable experiences included in the third sector of the Competence Hand. Fourthly, the interactive networks would expand consisting, not only, of people from different cultures but also of mentor colleagues who formed important supportive environment during the mentoring process and, possibly, later, too. Fifthly, the mentor's identity might have faced transitions due to mentoring experiences as one's own values and life style are often exposed to rethinking and changes, thanks to intercultural communication. Finally, persons willing to become mentors were mainly interested in and willing to get acquainted with and to support people from other cultures. The mentoring experience may have increased one's interest in this topic and, on the other hand, modified his/her attitudes.

Mentoring activities strengthened the competences of mentees in various sectors. They would receive information from their mentors dealing with studies, Finnish culture and daily life. The skill mostly improved might be the command of the Finnish language but, in addition to it, one could learn, e.g. Nordic walking during the project. A mentoring process, at its best, was generally considered a very positive and encouraging experience. Also, networks of mentees would widen as mentors became their steady acquaintances.

A mentoring process could, additionally, also strengthen self-confidence as well as other strengths of mentees, thus, being very significant for development of one's identity. Existing interest and willingness to participate in the mentoring process applies for the mentees-to-be in this project. However, changes in their attitudes might have taken place during the process.

### **3.6 Evaluation of mentoring and its benefits**

Continuous evaluation of the mentoring processes and the organizations in the background is a precondition for successful mentoring. The strengths and weaknesses of mentoring activities can be more easily understood through evaluation and be modified and further developed according to the results. (De Cuyper 2019, 11–12).

The analyzed evaluation data for designing the Mentoring Model and collected during the project from both the mentors and the mentees has been more closely introduced above. Along with the participants attending the actual mentoring processes, evaluation information was collected from the teachers of the mentors and mentees as well as from the tutor-teachers. A permission to use that information for developing and reporting the project was received from all the attendants. The mentors filled up and signed the evaluation permissions during the preparation phase. The mentees did the same during the kick-off meeting. In this chapter, both the qualitative and the quantitative evaluation results are handled in more precise detail.

For the readers interested in detailed experiential information, we recommend the collections of mentoring stories edited and printed during the project (Mentoring Stories P1 and P2) to be found in the same Internet pages with this Handbook.

#### **3.6.1 Qualitative evaluation of the project and its results**

The crucial points of success and development are introduced in this chapter through the qualitative evaluation process. The School of Health and Social Sciences of JAMK Jyväskylä University of Applied Sciences is responsible for the qualitative evaluation of the mentoring activities in the project (Punna 2019).

##### Feedback of mentors and mentees

Qualitative feedback was collected from the mentors and the mentees during the final meetings of Pilots 1 and 2 using a written questionnaire form. Partly, it was shared individually but if the mentoring pair or team was present, feedback was handed out to the pair or the whole group. The Project Worker would collect the feedback information from the absentees later, whenever possible. The topics on the questionnaire covered marketing and communication as well as the mentoring process itself. Furthermore, feedback was collected from the mentees concerning the starting gathering and the

information shared at that point, and from the mentors concerning the complete mentoring process.

The questionnaire was partly shortened in the second pilot phase since, due to the empty slots given in the first round, it was considered a bit too massive. Comments given by the participants would vary from one word to relatively long paragraphs. The mentees with challenges in producing written feedback were assisted by project workers during the final meeting.

Modifications made to the mentor training program and to the Mentoring Model according to the feedback from Pilot 1 have been discussed above in Chapter 3.4. As stated, too, the feedback results from Pilot 3 are not included in this evaluation summary due to the project timetable. The feedback of the mentors and the mentees on the project activities after Pilots 1 and 2 are discussed below.

**During the first pilot**, the mentors found the training, its contents and arrangements successful (n = 13). It helped participants prepare to the process, and it was considered useful and necessary for all sectors. The mentees (n = 35) found the application procedure fluent and the starting info useful regarding the whole mentoring process. (Punna 2019.) N.B. also that out of all the mentors attending the process (n = 19) six persons would not hand out the feedback form. Similarly, six mentees out of 41 failed in returning the form.

Both the mentors and the mentees reported having communicated with each other mainly using WhatsApp. Concerning the amount of contacts, the most common reply varied from one to three times during the whole mentoring process, which seems quite scarce compared to the rest of the replies. However, it is possible that the question has been misunderstood and the face-to-face contacts have been reported while other contacts or messages might have been ignored. According to the results, the participants learnt to know each other, worked on learning assignments, changed experiences and ideas, and the mentor was helping them in their daily life tasks during the face-to-face meetings. (Punna 2019.)

Further, according to the feedback, the participants of Pilot 1 felt that, more than anything, they had learnt from each other's cultures and home countries. Mentoring, in general, was found 'cool'. Nevertheless, there were some mentoring pairs with no connection at all due to, for instance, the mentee's failure in replying the mentor's messages or the mentor's work placement in another town farther away. There were only a few students facing problems and asking for help from a teacher or a project worker. More group meetings would have been preferred in many replies to provide additional support during the process. (Punna 2019.)

According to the questionnaire used in **the second pilot**, the mentors (n = 24) found the training program useful with excellent topics. The training was considered to have improved their knowledge on cultures and cultural varieties as well as to have encouraged

them as mentors. However, more information would have been useful on the topics dealing with support for mentees as well as time resources needed for a successful process. Regarding the whole process, the mentors reported to have learnt about the culture and background of the mentee as well as about intercultural communication with migrants. Furthermore, general meetings were found useful and a good source for peer support. Minor reading skills of a mentee escalated challenges in some cases and failed the communication through written messages. Although facing challenges in their mentoring work, some mentors felt to have been supported and motivated by the teachers. (Punna 2019.)

Many mentees (n = 31) reported on their expectations to learn more about the Finnish language and culture. They felt to have received a lot of support for their studies and daily life issues, to name a few. The mentees learnt about the language and cultural topics, as they were hoping for, but also about the college and studies. Some of them would have preferred a native Finnish mentor, and one of them missed a mentor in his own age. (Punna 2019.)

In the second pilot questionnaire, both the mentors and the mentees reported on having contacted each other twelve times, on average, during the process (varying from 2 to 60 times). This amount includes face-to-face meetings, phone calls and messages, which were the most common ways to communicate. There were four face-to-face meetings, on average, (varying from 0 to 30) taking place, among others, at the college, at home, in a café, in a flea market, by a Nordic walking tour and in a library. The topics handled, e.g. the future and home-sickness. Five pairs out of 24 did not meet independently, at all. The participants of the second pilot were also hoping for more pre-arranged and general meetings as well as for a longer mentoring period. (Punna 2019.)

### Feedback from teachers

Feedback was collected also from the teachers of the participating students – both mentors and mentees – after the first pilot using an electronic questionnaire form (Webropol) sent to them by e-mail. The reports (n = 10) were utilized in the modifications of the Mentoring Model and the mentor training program designed for the second pilot; no further feedback inquiry to the teachers was considered necessary after the second pilot.

According to the teachers, information given in Pilot 1 succeeded well, and they reported on having been well-informed. Training the participating students to become mentors was considered as important. The program, according to them, should include, for instance, discussions on cultural diversities and supportive mentoring methods. Informing mentees about the concept of mentoring as well as about the variations of supportive activities available was also found important. (Punna 2019.)

The replies of the teachers prove that not all the students would commit themselves into the process, neither could interaction work with all the mentoring pairs. Thus, not all the mentors and mentees gained the preferred benefits from the process. On the other hand, some students found the process useful and, in general, the mentoring process was regarded very successful. Moreover, a part of the work community and teachers found the activities useful, but there were some who did not. (Punna 2019.)

### Feedback from tutor-teachers

Feedback from tutor-teachers of the project was collected in the form of a group discussion after each pilot (1 and 2). According to them (n = 5), communicative activities were conducted well **in the first pilot**. They had realized that recruiting mentors, especially, needs more efficient marketing attempts. The mentor training process was found very useful. The program could have included participants' experiences and, also, more practical examples to describe mentoring, as such. Furthermore, in their opinion, it was important to review the principles of mentoring in each meeting. They suggested that more activating methods as well as pair and group work would be used. (Punna 2019.)

Timetables and reminders, made by the Coordinator, were found useful by the tutor-teachers. They had also guided and reminded the mentees in need of more support and guidance during the process. After the first pilot, they suggested that there could be mentors also from the partner colleges. This hope was met during the second pilot. (Punna 2019.)

Marketing was easier **in the second pilot** since the tutor-teachers (n = 5) could utilize the experiences from Pilot 1. In their opinion, the best marketing step was a face-to-face meeting concerning the mentoring activities. The mentor training program was still found useful and influential. The program and the mentoring process, itself, were regarded as necessary topics to gain professional competence in many educational fields. Co-working and operative methods connected with training were found especially functional. According to the tutor-teachers, participants' feedback concerning the mentor training program should be collected immediately after the program. (Punna 2019.)

Moreover, in the tutor-teachers' opinion a longer starters' info meeting for mentees was a useful and good addition to the mentoring process. The process was considered a safe way to get familiarized with new cultures, migrants and native Finns. Mentoring had encouraged the participants, and new friendships had been found. The tutor-teachers had learnt more about the topic and thought that it might be worth extending the process to cover the whole student community. (Punna 2019.)

Paula Pietiläinen, Teacher in Jyväskylä College of Services, sees the advantages of the project for her own college in general as follows:

*Mentoring has had a good influence on migrants' studies as newcomers, just starting their vocational studies at the college as they have met a mentor to support them right from the beginning. The mentor has done his/her part in introducing the daily life routines of the college. On the other hand, the mentor has had an opportunity to improve his/her professional competence and acquire multicultural skills even for the future career. In Pilot 3, there were also continuing mentors involved. They wanted to continue in the process assuming to learn more about new cultures. They highly valued the mentoring process thanks to the fact that the mentees were students at the same college with them.*

*Mentoring has a positive influence on students' well-being at the college producing, simultaneously, also a significant project result. A proof of this refers to the fact discussed above regarding the continuing mentors willing to start 'another round' in the mentoring process. Although commitments are required, the process can result well-being in the form of human interaction and networking. A motif for their commitment is the will to help others; participating mentoring processes can offer suitable means for it. To give an example: a young Finnish-born mentor will certainly experience success when realizing that his/her command of the Finnish language turns out to be an important skill for helping another, perhaps even an adult student with migrant background. Situations like this are often faced in everyday life expressing two-way sharing of help and support, which both parties may enjoy. Learning is a bilateral process.*

*Another phenomenon worth to be preserved in the mentoring activities concerns the experienced mentors' presence when recruiting and preparing the new ones. Sharing experiences among students will help recruit new students. The title 'mentor' may not be familiar to some students and may, for its part, create obstacles. Thus, the experiences of a fellow student play a significant role in recruiting new ones. (Pietiläinen, 2019.)*

### **3.6.2 Qualitative Master's Thesis on experiences of mentees**

Towards the end of the project, Ayrton Mestanza (2019), a Registered Nurse student at JAMK Jyväskylä University of Applied Sciences, wrote his Masters' Thesis on the interviews of the mentees in Pilot 2. The objective of the study was to discuss the migrant mentee students' experiences of the mentoring process during the project MentoMigri. A further aim was to share information on factors effecting the well-being of migrants, based on the issues found from the mentees' experiences. Simultaneously, further information was found regarding the functionality of the Mentoring Model for project workers' use. The research clarified the significance of mentoring in the societal integration process, daily lives, well-being and professional development of the migrants participating the mentoring process.

The thesis is a qualitative study, the material of which was collected using thematic interviews. The author interviewed six migrants participating the mentoring process in

autumn 2018 and asked for their permissions prior to the interviews. The issues raised in the interviews were divided in three categories according to the research questions.

According to the interviewees, meanings of mentoring in integrating to a foreign society are: support in learning assignments, help and knowledge concerning the Finnish culture, sharing information on one's own culture as well as learning and practicing the language skills. All of these were identical to the aims of the project. Thus, the results of the thesis follow the guidelines and goals of the project. Furthermore, the mentees felt that they gained self-confidence in spoken Finnish after having had an opportunity to practice it with a mentor in safe surroundings. One of the mentees, however, did not find the mentoring process at all significant for his/her integration in the society since the mentor only talked about his/her own ideas.

Regarding their daily-life matters and well-being, the mentees reckoned that mentoring allows them to express their feelings and get free of stress, to get advice on mastering their lives or personal relationships as well as to find new friends and experience trust. A participant reported that the process was not very meaningful in his/her daily life because the mentor mainly talked about his/her own ideas and cultural matters. Speaking and using Finnish was considered important since mastering the language can add the sense of community and, further, the mentees' well-being, in general.

Advantages of professional development gained through the mentoring process are: help and support in studies and homework in several subjects as well as getting answers to questions concerning studies, and linguistic advice. One of the mentees felt not to have gained much, professionally, since they did not share the same educational field.

In general, the interviewees were grateful for the project. Some of them said that mentoring should belong to all studies since everybody needs a mentor. One of them described the process being 'the best thing that has happened in his/her life so far'. The mentoring process was considered useful in many everyday matters for which one could not get any help amongst own family or friends.

The duration of the process, for instance, was one of the topics in the interviews to be developed as a part of the Mentoring Model. The participants of Pilot 2 thought three months was too short. Moreover, some of the mentees criticized migrants working as mentors. Unquestionably, they would have hoped for a Finnish native mentor. In case the mentor is a migrant, too, he/she should have been residing longer in Finland. Furthermore, the interviewees had realized that the activity level of the mentors varied. They found it important that all the mentors should be interested and active during the whole process. (Mestanza, 2019.)

The experiences of the thesis interviewees almost equal to those of the other participants. The feeling regarding the mentor not paying enough attention to the mentee but, instead, concentrating more on him/herself was noticed in Pilot 1, already. There are many types of

individuals working as mentors including some not fully committed into it. Thus, also negative experiences may arise. It was, especially, fruitful to use Finnish as working language. Studies and various topics connected with education are typical themes for good conversation, which is natural since the process deals with upper secondary level students in whose lives studying carries a significant role. Unfortunately, the mentor was not always a student in the same educational field. Only three major educational fields had been originally chosen for the project. It is recommendable to recruit mentors from diverse sectors in the future processes to match the mentoring pairs and, so, also to pay attention to the preferences concerning their educational fields. (See also De Cuyper 2019, 18).

The short duration of the mentoring process was recognized also by the project developers, but the academic schedule with its annual terms, however, gave the timing framework. Nevertheless, some interviewees had pointed out earlier that trust with the mentor had successfully been born in shorter time, too.

The project workers were surprised by criticism towards the mentors with migrant background. However, the mentees reported also on the positive factors in their feedback questionnaires. In general, it is important to take diverse wishes into consideration and make sure that migrant mentors have adequate language and societal skills to be able to work as mentors. In the project, there were mentors who were not enough committed into the work although they had started it on a voluntary basis. Commitment and the active role of mentors must be paid attention to. Moreover, mentors must be strongly encouraged during the training program and it is important to recognize and strengthen the mentors' commitment as reported in an international research review. (De Cuyper 2019, 12).

### **3.6.3. Quantitative evaluation of the project and its results**

The four key objectives of the project Mentoring migrants on the upper secondary level education were introduced above in Table 1. In this chapter, it will be evaluated how the objectives have been met according to the quantitative measures. This evaluation includes quantitative information of the third pilot, too. The qualitative evaluation reported earlier is completed and, in many ways, enhanced by the quantitative feedback.

#### Supporting migrants to help them progress in their studies

One of the aims of mentoring migrants was to add support to migrant students and, thus, help them progress and give them equal study opportunities. In the original project action plan, this was to be evaluated quantitatively by counting the offered mentoring hours and meetings as well as keeping track of possible discontinuations. The mentees were enquired in the final feedback form the amount of time (hours) they had spent with their mentors during the mentoring process including all the face-to-face meetings as well as the time spent for messaging and phone calls. The feedback was, partly, very scarce or

even completely missed; this was the case with six mentors and six mentees in Pilot 1. Hence, the Project Worker had to estimate the figures of some participants according to other kind of information available, such as observations made by herself or by the mentors.

**In Pilot 1**, there were 41 mentees, out of whom nine persons discontinued during the mentoring process. Altogether, these 41 persons were offered 259 mentoring hours which is, on average, 6,3 hours per each. The range is wide (varying from 0 to 40 hours) and most of the mentees, 31 persons, received less than 10 mentoring hours. Two mentees reported not having had any mentoring hours at all. It remains unclear whether the mentees had included the kick-off, interim and final meetings organized by the project workers for all partners. According to the observations on the amount of people present in the meetings, most of the mentees did not include them in the mentoring time.

**In Pilot 2**, there were 32 mentees, one of whom discontinued. The 32 mentees received 350 mentoring hours during the process with an average of 11 hours per each. The range was, still, wide (varying from 2 to 32 hours) but this time no one was completely left without support. Nineteen persons received less than 10 mentoring hours, which was still quite a large amount but with a lower percentage than in Pilot 1 (Pilot 1: 76 % and Pilot 2: 59 %).

**In Pilot 3**, there were 11 mentees with no discontinuations during the process. They received the total of 238 mentoring hours which results to 22 hours per each ranging from 13 to 28 hours. All participants received more than 10 mentoring hours during the third pilot.

Although the figures are, partly, based on estimation and the amounts of participants vary in the pilots, it can be stated that the mentoring activities developed and improved along with the project, if the mentoring hours per a mentee are used as an indicator. Thus, according to the feedback, it can be inferred that the Mentoring Model progressed in providing support to migrant students. The qualitative feedback given by the participants, i.e. teachers and tutor-teachers, and discussed above, supports the impression of a successful mentoring process as an efficient method to support migrant students.

The mentoring process in Pilot 1, especially, clearly failed. There was very little support available, nor contacts to one's own mentor. Nine persons discontinued the process, which indicates failure. The situation in Pilot 2 was slightly better, perhaps due to the modifications of the mentoring model based on the feedback results and, also, the increased amount of support offered to the mentors and the mentees. Moreover, the participants understood better the meaning of mentoring, and what can be expected of it than those in Pilot 1. There was only one discontinuing participant in the second pilot.

Despite of disappointing failures of some participants, successes were met, too. A risk in organizing mentoring activities lies on failures during the mentoring processes. However, without any activities, there would be no successes, either. One of the mentees confessed

that 'the mentoring process was the best time in his life'. One cannot receive any better feedback. Obviously, the project succeeded in increasing the amount of support for migrant students on the upper secondary level education, but the amount and quality varied a lot.

All the migrant mentees in Pilots 1, 2 and 3 had a student status when starting the mentoring process, aiming at a vocational qualification, preparing for vocational studies, studying in a general upper secondary school, in basic adult education or in another educational partner organization.

**In Pilot 1**, no one (n = 41) discontinued during the mentoring process. However, eight students discontinued for various reasons within six months after the final mentoring meeting. Four persons finished due to the end of their vocational or other studies, four finished for other reasons (e.g. wrong choice of the professional area, changing the college, health reasons etc.).

One person discontinued **in Pilot 2** due to starting studies in another college. Within six months from the end of the process, eight mentees out of 32 discontinued. Six persons referred to their graduation and two to the actual discontinuation; one was leaving the country and another one announced other personal reason.

**During Pilot 3**, none of the eleven mentees discontinued. By August 2019 as the project was ending, six months would not have passed from the end of the mentoring process and, so, there was not any comparative data available.

Information about the finished studies was collected from the colleges' student registers with the permission of participants by the Project Worker with assistance of college secretaries or registrars. Participants' permissions to collect personal information were asked using a special form right at the beginning of the process.

According to some researchers (see, e.g. Myrskylä and Pyykkönen 2014), migrant students discontinue their studies on the upper secondary level more often than natives. The aim of this project was to decrease the drop-out rates. It is difficult, however, to draw major conclusions from the quantitative data due to the relatively small sample amount. Instead, the qualitative results discussed above lead to a conclusion of the mentoring process having improved the study results of some participants and, so, at least indirectly, could have prevented some drop-outs. Mental support may also have great significance. A supportive and encouraging mentor could give the mentee strength and resilience in studies, and discontinuation would not have been any option.

## Increasing multicultural skills and competence

Multicultural skills and competence of the students on the upper secondary level education were to be improved during the project to meet the later needs in working life. To estimate this quantitatively was originally planned in the project application by counting the number of hours used for mentor training on multicultural issues. On the other hand, skills and competences probably develop most during the actual mentoring process. Thus, the timeframe of mentors used to the actual mentoring process indicating the enhanced skills is discussed below.

Quantitatively, all the mentors-to-be received eight (8) hours of preparation for multicultural issues in the project prior to the start of the actual mentoring process. One hour out of eight was reserved to participants' independent distance work. During the training program, participants would gain information on multiculturalism in Finland, different cultures and cultural diversities. Furthermore, cultural integration and intercultural communication were topics of discussion, too.

The actual multicultural skills, especially of those mentors using a lot of time in the process, certainly improved during the actual mentoring process. The mentors were asked in the final evaluation questionnaire how much they had used their time for mentoring activities. Answers of some participants were, partly in this feedback, too, somewhat unclear, and the Project Worker had to estimate their input based on other sources, such as personal observations or information given by the mentees. It is difficult to estimate how much time should be used to help people improve their multicultural skills with individual diversities. The Project Worker decided to use an indicator of ten (10) mentoring hours to be able to compare the outcomes of the pilots.

**During the first pilot**, a thematic one-day session on multicultural issues was organized as a part of the mentor training program with 23 participants out of whom 19 persons, finally, joined the mentoring process. Five of them (26 %) used more than ten hours per each mentee. Further, five mentors (26 %) used less than four mentoring hours per each mentee. It must be realized, too, that in the first pilot, most mentors worked with more than one, usually with two or even three, mentees, which probably decreased the number of the mentoring hours per a mentee.

During the training program of **the second pilot**, there were 25 attendees out of whom one person did not start at all. Fifteen mentors (62,5 %) out of 24 used more than ten hours per each mentee and three mentors (12,5 %) less than four hours according to the final questionnaire.

**In the third pilot**, only the newcomers were trained as mentors. A couple of hours' review session was organized for those having worked previously as mentors in Pilot 2. All the nine future mentors participated either the mentor training program or the review session dealing with multiculturalism. All (100 %) of them gave more than ten hours mentoring per

each mentee. In this pilot, only two mentors worked with two mentees, the others with one, only.

Participating in the mentor training program was set as a precondition to start working as a mentor, so, all attended. Additionally, a few persons took part in the program but did not, finally, get involved. As discussed above and based on the qualitative feedback, the participants felt that their multicultural competence had improved during the training program. It is challenging to evaluate this improvement with quantitative methods, but it seems that, especially, in the second and third pilots the mentors committed themselves well into the mentoring process also timewise. It may indicate that working with a migrant mentee would strengthen the competence for multicultural interaction. This suggestion is supported by the qualitative feedback received from the mentors.

The number of migrant employees in working places and companies in Central Finland is still low but the situation is facing a change. Thus, the activities in this project were aiming at enhancing intercultural communication, as fluent as possible, in working places. Since multicultural knowledge and skills of the students were to be developed during the project, especially, according to the needs of working life, a questionnaire was designed for the employers in Central Finland in spring 2019.

The questionnaire was sent to ca. 100 recipients with two additional reminders. The original deadline was postponed in order to receive a larger sampling size. Despite of this, the sample amount was low with only eight employers' comments. Professional sectors covered Social Care (n = 3), Basic Education (n = 2), Health Care, Child Welfare, Youth Work and Parish Work. Three organizations employ less than ten workers, two more than 200, and the rest something in between.

According to the questionnaire, the employers estimate the number of their multicultural customers varying from 0 to 15 %, and the amount of their multicultural employees varying between 0 to 25 %. Multicultural skills are needed in working places, according to the samples, in external communication, work preparation and interaction with customers. Mentoring skills, on the other hand, are needed in work preparation and interaction. The working life representatives express that acquiring multicultural skills should take place in the childhood environment, at home or at school and, later, during the studies. One should, however, learn mentoring skills during the studies and at work. Multicultural and mentoring skills of the employees in the companies were ranked high.

The results cannot be generalized due to a very small sample amount. The results refer to these individual recipients, only. A careful conclusion can, however, be drawn on existing needs of multicultural skills and competence since there are, and will be, multicultural customers and employees. Skills and competence should be absorbed in different contexts, but education providers should also take their responsibility. The mentors in this project would progress with, exactly, those skills the employers pointed out in their

feedback, i.e. in multicultural interaction and encounters. It was reported in several samples by the mentors themselves, too.

### Adding contents to upper secondary education curricula

Diverse skills are needed in the working life, and, for various reasons, it is not always possible to provide opportunities to practice or develop all the necessary subjects during the studies, due to the fast changes in the industry and the skills needed. This project was planned to give more insight to upper secondary level students' skills and knowledge needed in multicultural encounters. The results were to be quantitatively verified by calculating the training hours during the mentor training program as well as the on-the-job learning opportunities in the college context.

Some vocational qualifications or general modules in the upper secondary education curricula have, by now, included some information on multiculturalism but students have, rarely, been able to practice their skills efficiently enough. Likewise, mentoring may also have been mentioned as a supporting method, e.g. in the studies of Learning Assistants, but it has rarely been a topic of several lessons. Thus, this project has, obviously, widened the contents of educational programs. According to the qualitative feedback, many mentors found the mentoring process interesting. They also gained useful skills needed in later working life situations.

Each future mentor was provided with 16 hours of mentor training, out of which two hours were reserved for individual distance work. Moreover, those mentors who had participated the training program during Pilot 2 were provided with two hours' review on mentor training in Pilot 3. In total, 819 hours were used for mentor training programs and review sessions (Pilot 1: 359 hours, Pilot 2: 400 hours, Pilot 3: 60 hours). Nevertheless, the mentoring processes did not give opportunities for on-the-job learning positions, although it was originally planned in the project application. Work-based learning is extremely target-oriented and regulated in the present vocational curricula in Finland and, thus, it was not possible to be combined with mentoring activities. Some of the mentors were attending their work placements during the mentoring process. One of them had an opportunity to meet his mentee as part of his on-the-job learning period.

### Progressing two-way integration

It is not possible to find successful encountering of two cultures in a society if only one party is willing to integrate. Mutual understanding and change are needed to execute both societal and individual integration progress. One of the objectives of MentoMigri was to enhance this kind of two-way integration. The quantitative results were estimated by counting the encounters with both migrants and native Finns during the mentoring processes.

Regarding the objectives, quantitative data on the mentoring hours used and, thus, on the actual encounters has been discussed above earlier. There were encounters, obviously, but less for some participants and more for others. Using a quantitative method, it is difficult to estimate whether two-way integration took place or not. One can only say that there were a lot of opportunities for it, and some of the participants could seize those moments better than the others. According to the qualitative evaluation data, the two-way integration process was developing since many of the participants reported on having learnt about each other's cultures and languages. Many of the mentors expressed that it became easier for them to better understand migrants. Moreover, the mentees told that, for instance, their understanding of Finnish humor increased, thanks to the mentor. All understanding which helps interaction and encounters between people from diverse cultures is enhancing two-way integration.

#### **3.6.4 Implementation of mentoring processes**

The good results gained during various projects deserve continuation. In MentoMigri, preparations for efficient implementation of mentoring migrants were made well before the end of the project. In Jyväskylän Educational Consortium Gradia, an opportunity to work as a mentor is now provided for all vocational students interested in acting as mentors. A special course based on general study modules and dealing with mentoring was designed during the project. It belongs to an optional curriculum section called Competences Needed in the Society and Working Life and is called Multicultural Guidance, consisting of two to three credit points.

The first part of the course is an extended version of the mentor training program and will be offered as contact learning whereas the second part consists mainly of a mentoring process which will be carried out as students' independent work following the pattern used in the project. The kick-off, interim and final meetings are actions included in the second part. Participating and successfully finishing the first part is a precondition for validation of the second one.

The aims of the course are almost identical to those of the mentors during the project: after taking part in the course, the student can face and understand the cultural diversity in society and, especially, in his/her own professional field. Furthermore, he/she can communicate with people coming from other cultural areas and understands what mentoring means and how it can be used, specifically, with people representing other cultures. The studies are aimed at strengthening the skills needed in working life to help future professionals pay attention to intercultural issues in their work and find more efficient methods, for instance, for professional preparing of migrant workers.

The first part of the course Multicultural Guidance is to be an optional choice offered in the Gradia Study Program at the end of the autumn term 2019, for the first time. The second

part is scheduled immediately after the first one in December 2019 continuing until spring 2020. Migrant students are recruited following, mainly, the marketing and communication procedure used in MentoMigri. The Project Worker is responsible for the tuition. Her role is identical to that of the Project Coordinator and a tutor-teacher. Since the course is part of the general studies, it will be accredited according to the activity and commitment of the participants. The mentoring process in the second part of the unit will be regularly reported to the teacher.

In the Gradia General Upper Secondary Schools, combining mentoring with the already existing student tutor activities was planned. The tutors could be offered training courses for multicultural mentoring and they could work with a student from another cultural context. During the project, general upper secondary level students could not work as mentors due to the definition of the project target groups who were students from three different vocational sectors. However, there was a mentee in Pilot 1 studying in the general upper secondary school for whom a mentor from a similar organization would have been more profitable.

According to the feedback by the migrant students in Gradia, continuation for the mentoring process would be preferred. Their teachers agreed with this in their feedback questionnaires, respectively. Mentoring work is not beneficial, purely, for those participating the activities but also enhances the sense of community and tolerance in the whole organization.

The mentoring activities were planned to be combined with the work of the Student Board in Jyväskylä College of Services where the board members already have had long-time experience on tutoring. The activities are closely related to each other, support the sense of community and are, thus, extremely valuable for the college. The project MentoMigri strengthened expertise on so called mentoring workshops in which mentors and mentees were planning future activities together. The workshops enabled the commitment and influence of both the mentors and the mentees on the issues concerning themselves and, in the end, the whole student community. In the future, these two - mentoring migrants and tutoring by student board members – will be combined as one functioning model.

JAMK Jyväskylä University of Applied Sciences and Karstula Evangelical College strongly prefer to continue with the activities. In JAMK, where the Masters' Thesis was published by a migrant student himself, continuation is well supported, too. Furthermore, the author recommends mentoring as a method of support for migrants in higher level education organizations (see Chapter 3.6.2, Mestanza, 2019). Mentoring people with different cultural backgrounds would easily fit into, for instance, Social Service studies. It would also support the students' professional competence needed in the working life. Mentoring has been previously organized by the Student Union of JAMK ([www.jamko.fi/mentorointi](http://www.jamko.fi/mentorointi)), not especially promoted to migrant students, though. It is also accredited as part of studies.

Mentoring processes for migrant students will be slightly applied in Karstula Evangelical College in the future. The contents of Day 1, i.e. multicultural issues, will be offered for all college students. Moreover, those students willing to be mentors, will be provided with a second training session concerning mentoring skills. It is the aim to find a mentor to support studies and daily life matters of all the migrant students following a study course called Finnish Path. Simultaneously, the mentors' competence for multicultural working life encounters and guidance situations will be strengthened.

In addition to the already planned actions discussed above, the Mentoring Model developed during the project has arisen some interest not only on national but also on international basis (e.g. in Belgium and in The Netherlands). Mentoring as a method of support meets well the needs of education providers and their students with migrant background. So, it is warmly recommended by the authors of this Handbook and project workers of MentoMigri. It is, especially, significant to highlight the benefits of both the mentors and the mentees. It is possible to further modify the Model according to the individual needs of organizations and their working cultures by collecting and analyzing the feedback of participants.

#### **4. Conclusions and recommendations**

The project MentoMigri has given a thorough insight into mentoring migrants, especially, studying in the context of upper secondary level education. The conclusions discussed in the text sections above have been summed up in the table below (Table 5) including well-working features and experiences and which can, furthermore, provide recommendations for people interested in and committed into mentoring.

In the second column, however, there is a list of practices which, according to the results of this project or previous researches, should be more carefully considered. It may even work as a list of factors to be avoided.

## LESSONS LEARNT ON MENTORING MIGRANTS ON UPPER SECONDARY LEVEL EDUCATION

	TO BE RECOMMENDED	TO BE CONSIDERED CAREFULLY
<p>1. MENTORING METHOD</p> <p>a. pair mentoring</p> <p>b. one mentor with one or more mentees</p> <p>c. group mentoring</p>	<p><i>To be strongly recommended: 1 mentor + 1 mentee.</i></p> <p><i>Good addition to 1+1 model enhancing sense of community.</i></p>	<p><i>Has a risk of low quality and small amount of mentoring activities.</i></p> <p><i>As the only method may not suit for all personalities.</i></p>
<p>2. ORGANIZER</p> <p>- coordinator</p>	<p><i>An education provider, large or small, works well as a background organization.</i></p> <p><i>Very important! Takes care of practical arrangements and supports participants.</i></p>	
<p>3. TARGET GROUP</p> <p>a. mentors' background</p> <p>b. mentees' background</p>	<p><i>All willing volunteers are accepted.</i></p> <p><i>All willing volunteers with the A2 level Finnish language competence accepted.</i></p>	<p><i>Limiting participants' educational fields may be justified but it would be beneficial to offer to all.</i></p> <p><i>Own motivation is important – forcing for mentoring work is bound to be a failure.</i></p> <p><i>Mentoring process based on interaction without a common language is too challenging.</i></p>

<p>4. OBJECTIVES</p> <p>a. individual</p> <p>b. organization</p> <p>c. society</p>	<p><i>Must be defined and shared with participants!</i></p> <p><i>Objectives of mentee prioritized but those of mentor not to be neglected, either. To be discussed in the kick-off meeting within the group!</i></p> <p><i>Supporting studies and minimizing discontinuations, variation to study themes, development of working life competence and sense of community.</i></p> <p><i>Integration support, enhancing two-way integration, equality and tolerance.</i></p>	<p><i>Very diverse individual objectives may cause challenges for mentoring relationship. Always a risk for missed individual aims.</i></p> <p><i>Difficult to create work placements for mentors.</i></p> <p><i>Risk of failed mentoring process decreases tolerance.</i></p>
<p>5. MARKETING AND COMMUNICATION</p> <p>- when?</p> <p>- how?</p> <p>- risks?</p>	<p><i>Early enough to give time for, e.g. training process. Shall be enough of it in general! Good timing at the start of school year!</i></p> <p><i>Experienced mentors to inform potential future ones. Use of plain language. Use of college communication channels, but face-to-face with teachers is more efficient. Do not forget the grapevine!</i></p> <p><i>Proactive actions to be planned for the case no mentors / mentees are found.</i></p>	<p><i>Difficult to hit 100 % of target groups in large organizations. Despite of plain language, the idea might not be understood.</i></p>

<p>6. REGISTRATION</p> <p>- how?</p> <p>- background information</p>	<p><i>Considering target groups, the simplest procedures to be used, not only electric systems, but other additional methods, too.</i></p> <p><i>Significant background data to be gathered for successful matching: gender, age, Finnish language competence, residence, profession. Open question for expectations.</i></p>	<p><i>Too much background data causing problems in matching. Worth remembering that one must cope with all kinds of people, e.g. in working places.</i></p>
<p>7. ACCEPTING AND MATCHING PARTICIPANTS</p> <p>- whose responsibility?</p> <p>- how?</p> <p>- N.B. mentor with migrant background</p>	<p><i>Coordinator. One person handles the unity more easily. Consultation to be used whenever needed.</i></p> <p><i>Background data to be compared: residence (location close-by) and place of study (the same college) shall be notified.</i></p> <p><i>Expectations to be compared: gender notified, age and field of study whenever possible.</i></p> <p><i>Recommendable to match a mentee with different cultural context to give the mentor an opportunity to adapt intercultural skills.</i></p> <p><i>Mentees to be informed about mentors with migrant backgrounds. Strengths of migrant mentor to be noted.</i></p>	<p><i>All expectations to be fulfilled is not always possible: participants shall be informed on this. Drop-outs may occur if participant finds matching being a failure.</i></p>

<p><b>8. LEADING THE PROCESS</b></p> <ul style="list-style-type: none"> <li>- duration of process</li> <li>- frequency of contacts</li> <li>- method of contact (message, meeting etc.)</li> <li>- topics of discussion</li> </ul>	<p><i>Mutually agreed rules are important!</i></p> <p><i>Short according to college standards, ca. three months.</i></p> <p><i>Regularly, at least once a week or more, initiated by the mentor.</i></p> <p><i>To be chosen by the pairs together.</i></p> <p><i>Topics of discussion mainly arising from mentees and their needs.</i></p>	<p><i>According to many participants, the mentoring process should last more than three months.</i></p> <p><i>Face-to-face meetings preferred. On-the-job learning periods might hinder communication.</i></p>
<p><b>9. MENTOR TRAINING PROGRAM</b></p> <p>a. training mentors:</p> <ul style="list-style-type: none"> <li>- extent / length?</li> <li>- topics</li> <li>- methods</li> <li>- material</li> </ul>	<p><i>Must be offered!</i></p> <p><i>Defined according to activities, e.g. two working days.</i></p> <p><i>Interculturality, communications, mentoring and objectives. Activity, initiatives, involvement and responsibility emphasized.</i></p> <p><i>Conversational theory and facts, activities, thematic discussions, group and pair work, concrete stories by, e.g. experienced mentors.</i></p> <p><i>All material produced in this project is tested and approved; available with this Handbook.</i></p>	<p><i>Not only lectures.</i></p> <p><i>Pair and group work complicated if carried out by distance learning.</i></p> <p><i>Material must be continuously updated!</i></p>

<p>b. training of mentees</p> <p>- topics</p>	<p><i>Must be organized! Enough time to allow understanding of concept and details.</i></p> <p><i>Information and examples on mentoring and its aims in plain language to be shared by, e.g. experienced mentors, adoption of information to be secured: what is mentoring, what can I get from it?</i></p>	
<p>10. SUPPORT</p> <p>a. kick-off meeting</p> <p>- duration, topics, how?</p> <p>b. interim meeting</p> <p>- duration, topics, how?</p> <p>c. special time and place for meetings</p> <p>d. tutor-teacher</p>	<p><i>Lasting a couple of hours, first getting acquainted with each other, then with one's mentoring pair, use of, for instance, games and quizzes, information on mentoring and its rules in plain language and with examples.</i></p> <p><i>Needed! Works as form of support and control, reflecting is important for the mentees concerning their own needs, peer support important for the mentors, strengthening sense of community is significant to all. Evaluation and planning of further activities.</i></p> <p><i>Needed, creating sense of security, although not always used.</i></p> <p><i>Needed, creating sense of security, although not always used. Supporting the coordinator in practical arrangements in case of larger groups of participants. Mentors' support and guidance as well as matching mentoring with one's own field to be secured.</i></p>	<p><i>Absence from common meetings harms follow-up of the process. Shall be prepared, though.</i></p>



<p>13. RESOURCES</p>	<p><i>Enough people with enough time to define objectives, to take care of marketing and communication activities, registrations, coordination, training processes, meetings, support during the process, evaluation and modifications.</i></p> <p><i>Meeting places needed.</i></p> <p><i>Cooperation network needed in case there are not enough participants in one organization.</i></p> <p><i>Resources are affected by number of participants, successful mentoring process and whether mentors and mentees already know each other.</i></p>	<p><i>One or more responsible coordinators?</i></p>
<p>14. MISCELLANEOUS</p> <ul style="list-style-type: none"> <li>- Accreditation</li>   <li>- Modifying the models for own organization</li>   <li>- Starting a new mentoring process as mentor / mentee, from mentee to mentor.</li> </ul>	<p><i>To be recommended! Study credits for mentors, e.g. by recognition and validation of prior learning, certificate useful for future working life opportunities.</i></p> <p><i>To be recommended!</i></p> <p><i>To be recommended!</i></p>	

Table 5

## LIST OF REFERENCES

Ahlfors, G., Saarela, I., Vanhanen, S. & Wetzter-Karlsson, M. (2014). Työuramentoroinnilla tuloksiin. Opas koulutettujen maahanmuuttajien mentorointiin. Helsinki: Väestöliitto.

De Cuyper, Peter (2019). Best practices and critical success factors in mentoring to work for refugees and migrants: An evidence-based study. Working paper. KU Leuven, HIVA Research Institute for Work and Society.

De Cuyper, Peter & Vandermeerschen, Hanne (2018) Mentoring to work for people of foreign origin. Towards a conceptual definition. HIVA: KU Leuven.

Diakonia-ammattikorkeakoulu, Maahanmuuttajat korkeakoulutukseen ja työelämään. <https://maahanmuuttajatamkiin.diak.fi/>

Eskola, M-S. ym. (2016) Kotouttamisen kumppanuusohjelma. Kotouttaminen on kumppanuutta – tule mukaan. Helsinki: TEM.

Heikkinen, Hannu L.T., Hannu Jokinen, Päivi Tynjälä & Jouni Välijärvi (2008) Mistä tukea uudelle opettajalle? Kolme mentorointimallia vertailussa. Kasvatus 39 (3), 108–120.

InfoFinland 2019. <https://www.infofinland.fi/fi/elama-suomessa/maahanmuuttajana-suomessa/kotoutuminen-suomeen>

International Migration 2016–2017, Report for Finland, Ministry of the Interior Publication 28/2017. [https://reliefweb.int/sites/reliefweb.int/files/resources/SM\\_28\\_2017%20%281%29.pdf](https://reliefweb.int/sites/reliefweb.int/files/resources/SM_28_2017%20%281%29.pdf)

Isotalo, Merja (2010) Mentorointiopas. Helsinki: Akavan Erityisalat ry. Saatavilla: <https://www.akavanerityisalat.fi/files/2618/Mentorointiopas.pdf>

Karjalainen, Merja (2010) Ammattilaisten käsityksiä mentoroinnista työpaikalla. Jyväskylä: Jyväskylän yliopisto.

Konttajärvi, Arja, Mervi Mäkelä-Lehtola, Katja Kärkkäinen & Aulikki Järviluoma (2017) Oppipajatoiminta, ohjaus ja mentoritoiminta Oulun seudun ammattiopistossa. Teoksessa Pinolehto, Marja (toim.) Sujuvampia opinpolkuja romaneille ja maahanmuuttajille. Opin portailla Pohjois-Pohjanmaalla-hankkeen loppuraportti. Helsinki: Diakonia-ammattikorkeakoulu, 35–43.

Korhonen, Vesa (2010) Tarinoita mentoroinnista. Akateemista toimijuutta ja oppimiskumppanuutta rakentamassa. Aikuiskasvatus 30 (2), 94–105.

Korhonen, Vesa & Sauli Puukari (2013) Kulttuurisen monimuotoisuuden huomioiminen työyhteisössä. Teoksessa Alitolppa-Niitamo Anne, Fågel Stina, Säävälä Minna (toim.) Olemme muuttaneet – ja kotoudumme. Helsinki: Väestöliitto, 48–62.

Leppisaari, Irma (2018) Digitalisaatio tuo mahdollisuuksia mentoroinnin toimintatapojen kehittämiseen. Centria Bulletin 2.12.2018. Saatavilla: <https://centriabulletin.fi/digitalisaatio-tuo-mahdollisuuksia-mentoroinnin-toimintatapojen-kehittamiseen/>

Maahanmuuttovirasto 2018. <http://tilastot.migri.fi/#decisions/23330/49?start=564&end=575>

Mestanza, Ayrton (2019) Maahanmuuttajien kokemukset mentoroinnista – maahanmuuttajien mentorointi toisella asteella -hanke. Opinnäytetyö, Sairaanhoidaja (AMK), Jyväskylän ammattikorkeakoulu. [https://www.theseus.fi/bitstream/handle/10024/169922/Opinn%C3%A4ytety%C3%B6\\_SAR15S1\\_Mestanza\\_Ayrton.pdf?sequence=2&isAllowed=y](https://www.theseus.fi/bitstream/handle/10024/169922/Opinn%C3%A4ytety%C3%B6_SAR15S1_Mestanza_Ayrton.pdf?sequence=2&isAllowed=y)

Myrskylä, Pekka & Topias Pyykkönen (2014) Suomeen muuttaneiden naisten ja miesten työmarkkinatilanne, koulutus ja poliittinen osallistuminen. Tilastokeskus, Working papers 2/2014. [http://www.stat.fi/tup/julkaisut/tiedostot/julkaisuluettelo/ywrrp2\\_201400\\_2014\\_12369\\_net.pdf](http://www.stat.fi/tup/julkaisut/tiedostot/julkaisuluettelo/ywrrp2_201400_2014_12369_net.pdf)

Månsson, Jonas & Lennart Delander (2017) Mentoring as a way of integrating refugees on the labour market – Evidence from a Swedish pilot scheme. Economic Analysis and Policy 56, 51–59

Mäkinen, Satu (2014) Mentorointiprosessi erilaisesta kulttuurista olevan sairaanhoitajaopiskelijan ammatillisen kasvun edistäjänä terveydenhuollon transkulttuurisessa oppimisympäristössä. Tampere: Tampereen yliopisto.

Nieminen, Tarja, Hanna Sutela & Ulla Hannula 2015. Ulkomaista syntyperää olevien työ ja hyvinvointi Suomessa 2014, Tilastokeskus. [http://www.stat.fi/tup/julkaisut/tiedostot/julkaisuluettelo/yyti\\_uso\\_201500\\_2015\\_16163\\_net.pdf](http://www.stat.fi/tup/julkaisut/tiedostot/julkaisuluettelo/yyti_uso_201500_2015_16163_net.pdf)

Oulun yliopisto, Kielen avulla osalliseksi -hanke. <https://www oulu.fi/suomitoisenakielena/node/54997>

Pietiläinen, Paula (2019) Koonti Maahanmuuttajien mentorointi toisella asteella -hankkeen toiminnasta loppuraporttia varten. Julkaisematon työpäpöri.

Pinolehto, Marja (toim.) (2017) Sujuvampia opinpolkuja romaneille ja maahanmuuttajille. Opin portailla Pohjois-Pohjanmaalla -hankkeen loppuraportti. Helsinki: Diakonia-ammattikorkeakoulu.

Punna, Mari (2019) Maahanmuuttajaopiskelijoiden mentorointi toisella asteella -hankkeen arviointi. Yhteenveto arviointiaineistoista. Julkaisematon työpäpaperi.

Reeves, Roxanne B. (2017) Inter-cultural mentoring for newcomer immigrants: Mentor perspectives and better practices. International Journal of Evidence Based Coaching and Mentoring 15 (1), 186–206.

Rilla, Nina, Matthias Deschryvere, Juha Oksanen, Mika Raunio & Robert van der Have Immigrants in the Innovation Economy – Lessons from Austria, Canada, Denmark and the Netherlands 2018, Publication series of the Government's analysis, assessment and research activities 1/2018

[http://tietokaytoon.fi/documents/10616/6354562/1\\_2018\\_Immigrants+in+innovation+economy\\_final+report.8.1..pdf/1f3ed15b-1c7e-4878-9bca-2bdaed42dcb0?version=1.0](http://tietokaytoon.fi/documents/10616/6354562/1_2018_Immigrants+in+innovation+economy_final+report.8.1..pdf/1f3ed15b-1c7e-4878-9bca-2bdaed42dcb0?version=1.0)

Suomen diakoniaopisto, Opin portailta työelämään -hanke. <https://www.sdo.fi/sdo/projektit-ja-hankkeet/projekti-hanke/opin-portailta-tyoelamaan-esr/>

Tanninen, Heli & Leena Saarinen (2013) Kulttuurien välinen vertaismentorointi opiskelijoiden tukena. Julkaisussa Kristiina Akanyildiz & Noora Puhakka (toim.) Rakennuspalikoita ohjauksen arkeen ja opiskeluun ammatillisessa koulutuksessa. Helsinki: Helsingin Diakoniaopisto, 39–40.

Tilastokeskus, Väestö, Turvapaikanhakijat ja kiintiöpakolaiset 2018. [https://www.tilastokeskus.fi/tup/suoluk/suoluk\\_vaesto.html](https://www.tilastokeskus.fi/tup/suoluk/suoluk_vaesto.html)

Tilastokeskus, Väestö kansalaisuuden, syntymämaan, kielen ja syntyperän mukaan 1990–2016.

[http://pxnet2.stat.fi/PXWeb/pxweb/fi/Maahanmuuttajat\\_ja\\_kotoutuminen/Maahanmuuttajat\\_ja\\_kotoutuminen\\_Maahanmuuttajat\\_ja\\_kotoutuminen/005\\_k kaikki.px/?rxid=8157c022-91d4-43cd-b94e-2174d4979ae4](http://pxnet2.stat.fi/PXWeb/pxweb/fi/Maahanmuuttajat_ja_kotoutuminen/Maahanmuuttajat_ja_kotoutuminen_Maahanmuuttajat_ja_kotoutuminen/005_k kaikki.px/?rxid=8157c022-91d4-43cd-b94e-2174d4979ae4)

Toivanen, Minna, Ari Väänänen, Anna-Leena Kurki, Barbara Bergbom & Auli Airila (toim.) (2018) Moni osaa! Työpaikkaosaaminen monikulttuurisilla työpaikoilla. Helsinki: TTL.

Turun ammattikorkeakoulu, MESH - Verkostot ja mentorointi maahanmuuttajien työllistymisen tukena.

<http://www.turkuamk.fi/fi/tutkimus-kehitys-ja-innovaatiot/hae-projekteja/mesh-verkostot-ja-mentorointi-maahanmuuttajien-tyo/>

Töihin Suomeen – hallituksen maahanmuuttopoliittinen ohjelma työperusteisen maahanmuuton vahvistamiseksi  
<http://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/160444/1%202018%20SM%20Töihin%20Suomeen.pdf?sequence=4&isAllowed=y>

Valtion kotouttamisohjelma vuosille 2016–2019 ja valtioneuvoston periaatepäätös Valtion kotouttamisohjelmasta.  
[http://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/79075/TEMjul\\_45\\_2016\\_verkko.pdf?sequence=1&isAllowed=y](http://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/79075/TEMjul_45_2016_verkko.pdf?sequence=1&isAllowed=y)

Vanhanen, Sari, Gunta Ahlfors, Inka Saarela & Marina Wetzer-Karlsson (2013) Mentorointi koulutettujen maahan muuttaneiden naisten kotoutumisen edistäjänä. Teoksessa Alitolppa-Niitamo Anne, Fågel Stina, Säävälä Minna (toim.) Olemme muuttaneet – ja kotoudumme. Helsinki: Väestöliitto, 176-186.

Wilhelmsson, Nanna (2013) Kulttuurien välinen mentorointi – mahdollisuus lisätä suvaitsevaisuutta? Julkaisussa Kristiina Akanyildiz & Noora Puhakka (toim.) Rakennuspalikoita ohjauksen arkeen ja opiskeluun ammatillisessa koulutuksessa. Helsinki: Helsingin Diakoniaopisto, 35–39.

Väestöliitto, Matkalla työelämään -hanke. [http://www.vaestoliitto.fi/monikulttuurisuus/matkalla\\_tyoelamaan/](http://www.vaestoliitto.fi/monikulttuurisuus/matkalla_tyoelamaan/)

## Figures

Figure 1: Mentoring Model, Version 2, August 2017

Figure 2: Experiences of mentors and mentees, Pilot 1

Figure 3: Mentoring Model, Version 3, May 2018

Figure 4: Competence Hand. Source <https://www.jamk.fi/en/Research-and-Development/RDI-Projects/senel/project-overview/passport-new/>

## **Tables**

Table 1: Aims of the project MentoMigri

Table 2: Implementation process, Pilot 2

Table 3: Mentors participated in Pilots 1 and 2

Table 4: Mentees participated in Pilots 1 and 2

Table 5: Lessons learnt on Mentoring Migrants on Upper Secondary Level Education

## **Appendices**

Appendix 1: Choices and modifications of the mentoring process made in Pilots 1 and 2, argumentation on how they work in Pilots

Appendix 2: Instructions for guiding a student willing to become a mentor

Appendix 3: Information for students (mentors-to-be)

Appendix 4: Instructions for guiding interested mentees-to-be

Appendix 5: Information for migrant students (mentees-to-be)

Appendix 6: Synopsis for Mentor Training Program

**APPENDIX 1:**

**Choices and modifications of the mentoring process made in Pilots 1 and 2, argumentation on how they work in Pilots**

The following choices were made in the project prior to Pilot 1: the arguments for the choices as well as their functionality seen by the project workers and the participants. After Pilot 1 and the feedback given by the participants, some modifications were made for Pilot 2. They are presented in the column at right.

Before Pilot 1			During Pilot 1		In Pilot 2
Targets of choices	Choices made	Why was this choice made?	Pilot 1: How did it work according to project workers	Pilot 1: How did it work according to participants	Changes made for Pilot 2
<b>1. The method of mentoring</b>	a. 1 + 1, used in one group in Gradia Jämsä	Only one mentee was found for each mentor in Gradia Jämsä.	Successful, but vulnerable in case one of them decides to leave.	Successful, but some participants would have preferred group mentoring.	No changes made (see column c).
	b. 1 + 2 to 3, used in two groups in Gradia Jyväskylä	In Gradia Jyväskylä, there were more mentees per one mentor. It was estimated that 2 to 3 mentees would be ok, but more would cause too much work.	Successful; not so vulnerable as 1+1, in case one of them decides to leave.	No special comments.	Both models 1+1 and 1+2 have been used.

	c. Group mentoring	Possible way to work if either the mentee or the mentor preferred so.	No experience but can be done in groups if necessary.	No experience but preferred as an option in the future.	No changes made but group mentoring was the preferred way during training; also several other ways of mentoring were handled.
	d. Peer mentoring	Both the mentors and the mentees were students; equal position was emphasized.	A necessary starting point.	A good starting point; some preferred to find a peer in the same college / educational field.	The mentor and the mentee coming from the same college, even from the same educational field / study program if possible.
<b>2. Mentoring context</b>	a. Multicultural mentoring	An aim of this project was to support migrant students and emphasize two-way integration.	Mission	Participants had some prior knowledge; the context supported further learning.	No changes made.
	b. Upper secondary level education	An aim of the project was to support students in the upper secondary level education and enhance their intercultural skills and knowledge.	Mission	Participants had some prior knowledge; peer support more successful.	No changes made.
<b>3. Voluntary or not?</b>	a. Voluntary work, recognized and validated (accredited) as part of	Decision made by the trainer of the respective educational field; based on his/her experience	Voluntary work fits better into mentoring.	Volunteers more committed.	No changes made.

	one's studies in two groups.	concerning the target group.			
	b. Decision made by the trainer (not a volunteer); recognized and validated (accredited) as part of one's studies in one group.	Decision made by the trainer of the respective educational field; based on his/her experience concerning the target group.	Obligations do not fit into mentoring.	Obligations do not support commitments.	Mentors are volunteers.
<b>4. Training the mentors?</b>	a. Yes, training on mentoring and interculturality.	Mentoring and interculturality are not something you are born with but something you can and need to learn.	Training has to be definitely included into mentoring activities.	Training added knowledge and skills and was necessary but there was too much theory.	Activities and concrete methods (stories, examples) were added; commitment and personal activity of the mentor were even more strongly emphasized; different mentoring methods were widely introduced
<b>5. Training the mentees?</b>	a. Yes, information about mentoring.	The concept of mentoring is not globally understood.	Necessary; also more information needed.	Necessary; also more information needed.	A longer span of time reserved; mentoring exposed with concrete examples.
<b>6. Target groups</b>	a. Mentors from specifically chosen fields: Social and Health Care (e.g. Practical Nurses), Youth and Leisure Time Instruction, Learning	Topic and contents of the project fits in their studies as well as timetables; multicultural skills are useful in their future careers.	Fits well into the chosen educational fields / study programs; would be useful to be on offer in all educational	Both the multicultural context and mentoring fit well into the chosen educational fields.	More mentors involved also from the service sector / study programs.

	Support and Morning and Afternoon Club Activity Instruction at School (Learning Assistants).		fields / study programs.		
	b. Mentees: all migrant students in the organizations were involved.	All migrant students are equal.	Starting point.	Starting point as informed earlier.	No changes made.
<b>7. Is L2 situation taken into account?</b>	a. Yes, training for mentors was provided.	Mentoring is practised via communication; in case there occurs a lot of communicative problems, mentoring cannot be successful.	Minimum level A2 language competence recommended for successful communication.	Participants were aware of challenges; practical tools shared during training.	No changes made.
<b>8. What kind of support was offered?</b>	a. For mentors: project worker, coaches (trainers of their own field), peer support, three meetings with all the mentors together.	To secure the success of the process, to follow the process and learning, to provide practical help.	Works well and is necessary; supporters' prior experiences on guiding mentors is useful.	Participants aware of support on offer; only a few people using it though; meetings felt to be useful esp. regarding peer support.	It was emphasized in the training program that there will be active support available from different sources whenever needed during the forthcoming mentoring process; more time was used for the start and intermediary meetings.
	b. For mentees: project worker, own teacher,	To secure the success of the process, to follow	Works well and is necessary.	Participants were aware of the support	In the start meeting, it was emphasized that there will be

	peer mentoring, three meetings with all the mentees together.	the process and learning, to provide practical help.		given by the trainer but it was rarely used.	active support available from different sources whenever needed during the forthcoming mentoring process; more time was used for the start and intermediary meetings.
<b>9. Mentoring tools</b>	a. all: face-to-face, by phone, by email, by SMS, via Internet (photo and sound)	No techniques were preferred to be left out, the participants made the choices best for them.	All work well but face-to-face meetings are more important.	In practice, most of the methods work well but face-to-face meetings give the best results.	A weekly meeting time and place were organized at the college to help the mentoring pairs' face-to-face meetings.
<b>10. Extent of mentoring</b>	a. once a week	Ongoing support but moderate workload, amount of support to be ensured for equality.	Did not work with all participants due, e.g. to everyday challenges with timing and commitments.	Did not work with all participants due to several reasons, e.g. work placement elsewhere.	Commitment and personal activity of the mentor were more strongly emphasized during the training; different methods of mentoring were introduced.
<b>11. Duration of mentoring process</b>	a. three months, two groups	Preference of the teacher / trainer, study programs and timetables	Works partly but longer processes are preferred.	Some participants would have preferred longer processes.	In Pilot 2, only a three-month process was used due to the overall timing of the participants' studies; longer processes are preferred, however; the participants were encouraged to continue independently.

	b. five months, one group	Preference of the teacher / trainer	Works partly but longer processes are preferred.	Some participants would have preferred longer processes.	
<b>12. Aims</b>	a. for mentees: support for studies and everyday life	The aim of the project	Works partly depending on the quality of the mentoring relationship.	Some participants received support they needed, some did not.	Commitment and personal activity of the mentor were even more strongly emphasized during the mentor training program; the mentees were encouraged to be active.
	b. for mentors: intercultural knowledge and skills, mentoring experience	The aim of the project	Worked well for all the participants with the help of training; for some participants with the help of the process.	More knowledge and skills acquired.	No changes made.
<b>13. Marketing</b>	a. for mentors: Wilma Student Register Database, by teachers	The communication strategy of the organization, personal contact supposed to be the most effective.	Succeeded well regarding the resources available.	Information best received as given by the trainer.	No changes made.
	b. for mentees: Wilma Student Register Database, by teachers	The communication strategy of the organization, personal contact supposed to be the most effective.	Succeeded well regarding the resources available.	Information best received as given by the trainer.	No changes made.

<b>14. Is the gender been taken into account?</b>	a. Yes, it was enquired when signing in; if mentors and mentees had any preferences.	To achieve the most successful mentoring processes.	Expectations of the mentees well-met; not always those of the mentors.	Works well.	No changes made.
<b>15. Matching the pairs</b>	a. Project worker matches the pairs after having met the mentors during coaching; considers hopes and facts, e.g. residency etc.	To demonstrate a real-life situation: you are not able to choose your clients at work; practical reasons, e.g. time restrictions.	Succeeded relatively well but could be improved if there was more time or if participants were chosen according to more precise criteria.	Worked well with some participants; some preferred a mentor from the same college.	Both the mentor and the mentee from the same college; more precise criteria not expected to be used.
<b>16. Background information, what was asked for?</b>	a. Only basic information, preferences were possible while signing.	Practical reasons: there is not enough time for all expectations.	Basic information was enough for matching the pairs regarding the large amount of participants.	Some participants expressed their wishes concerning mentor or mentee only afterwards.	No changes made since more information for matching the pairs was not necessary.
<b>17. Influence: personal – societal</b>	a. Both personal and societal.	Assumption; coaching and experience of mentoring influence in the long run; impacts via participants to working life and, further to society.	Some evidence on the mentors' knowledge, skills and attitudes to have influenced, e.g. on everyday routines of colleges and working life.	The mentors reported on new skills to have further transformed from personal to communal.	No changes made.

## **APPENDIX 2: Instructions for guiding a student willing to become a mentor**

### INSTRUCTIONS FOR GUIDING A STUDENT WILLING TO BECOME A MENTOR

Review the project idea of mentoring once again with the student. The information sheet can be useful. At the application stage, it is important for the student to understand the need of personal commitment into the mentoring process. Remind also about accreditation as well as advantages of the work done.

The student commits himself into the mentor training program (two days), general meetings (three meetings) and, in the mentoring relationship, into contacts with a mentee at least once a week (message, meeting, phone call, social media etc.). Furthermore, he is committed into feedback and evaluation during the meetings mentioned above or carried out, for instance, using special interviews or questionnaires.

The student must register in the mentor training program and, preferably at the same time in the mentoring process, too. Registration is sent to the teacher by e-mail, the deadline is 4th May, 2018.

Further background information on mentors will be collected. An electric Webropol link is used and it is delivered to the students during the mentor training program in Autumn 2018.

The kick-off meeting of the mentoring process is held in Jyväskylä in Autumn 2018. Further information is given during the mentor training program.

N.B. The mentor training program and the whole process will only be started with at least three applications.

Further information and contact details:

ABOUT THE PROJECT: Jyväskylä Educational Consortium coordinates the project on supporting and helping migrant students on the upper secondary level education. It is funded by the European Social Fund and carried out in 2017 to 2019.

## APPENDIX 3: Information for students (mentors-to-be)

### Would you like to try something new and different? Be a mentor for a migrant student!

You have now an opportunity to learn more about multiculturalism and mentoring as well as gain practical experience on guiding students with migrant background. Students of Social and Health Care, Learning Assistance and Youth and Leisure Time Activities will be now offered a mentor training program.

Jyväskylä Educational Consortium Gradia coordinates a European Social Fund project in 2017–2019 aiming at offering help and support for students with migrant background by mentoring on the upper secondary level education.

### Where? When? What are my commitments? Credits? Benefits?

- A mentor training program and working as a mentor are parts of a mentoring process.
- You will be committed yourself into participating the mentor training program and working as a mentor for a migrant student.
- Including:
  - ✓ Mentor training program on Fridays 18 May and 25 May 2018 at 8:15 a.m. to 3:30 p.m.
  - ✓ Kick-off, interim and final meetings of the mentoring process TBC later in Autumn 2018.
  - ✓ Mentoring process (contacts, meetings etc.) continuing until 31 December 2018.
  - ✓ Participating the evaluation stage (e.g. interviews).
- A Certificate of Attendance is provided to the mentors. Social and Health Care students' mentoring process can be recognized and validated as a part of their vocational studies on multiculturalism.
- Practical Nurses continuously meet people from other cultures in their daily work. It is significant to understand how the cultural background effects on interaction and to realize when and in what kind of matters, especially, guidance and support is needed. Mentoring and guidance skills are highly valued more than ever in working life.

**Obligatory registrations needed by e-mail to your teacher by Friday 4 May. You will also later get a link by e-mail to a Webropol template to give further personal information.**

**Mentoring** means support, guidance and advice from a mentor to a mentee. It is a method with which knowledge and skills – so called tacit knowledge – is transferred from a more experienced person to another one with less prior experience. A mentor gives advice, support and help to

another person in his work or studies in a bilateral interactive relationship. A relationship based on confidentiality, equality and reciprocity simultaneously teaching and learning each other is the most essential part of the process.

### **How is mentoring done?**

It is important to be in regular touch with your mentee. You can meet, send e-mails or text messages, contact via Skype etc. You may choose the most convenient way together.

### **What will be done, concretely?**

Mentoring is based on communication and interaction. At first, you learn to know each other. Then, you start chatting and asking questions from each other. You can show how things are done. You can visit places, browse in the Internet or just chat. There are no compulsory topics of discussion; you may choose the topics you want to learn more about.

### **Do I need special prior knowledge to become a mentor?**

You are the more experienced partner concerning the Finnish culture and language. You are already competent in many ways and, if not, you usually know how and with whom things can be sorted out! So, you do not need, especially, to master theoretical facts of various professional fields, mathematics or the Finnish society. During the mentoring process, you will also learn many new things.

### **What if my English is poor?**

Not to worry - so is most of the migrants', too. The best way to help someone learn Finnish is to speak Finnish and help with difficult words. Also, you will now have a chance to learn another language which is, possibly, even written with letters previously unfamiliar to you!

## **APPENDIX 4: Instructions for guiding interested mentees-to-be**

### INSTRUCTIONS FOR GUIDING INTERESTED MENTEES-TO-BE WITH MIGRANT BACKGROUND

Sum up once again the idea of mentoring in this project to the student. It is recommendable to discuss the written information sheet. Moreover, it is important for the student to understand the meaning of mentoring as well as the commitment while registering as a mentee, i.e. expressing the willingness to find a personal mentor. Also, it must be emphasized that everything is done on a voluntary basis.

The student is committed into three common meetings, the mentoring process with the personal mentor (ca. one contact per week) and an evaluation process including either a questionnaire or an interview.

Please, note that the mentor is one of our students, not a professional. The mental and physical resources of both the mentor and the mentee are taken into account in the course of the mentoring process. The mentor cannot handle every single issue but he/she can advice where to find possible solutions.

After having made the personal decision to find a mentor, it is time for the student to register. The deadline is **30 August, at the latest**. There are two options to get registered:

1. An electric Webropol link
2. A written template

The first option is preferred. A Teacher or a Study Counsellor can help the student reply the questions in the Webropol template. The registration link and the template are available in the college Intranet.

One can scan or mail the paper template to the Project Worker (contact details TBA later). The Teacher or the Study Counsellor can also fill in the information on the Webropol questionnaire using the written template filled in by the student.

The kick-off meeting of the mentoring process will be organized in September. It is very important to turn up! A more detailed note will be sent to the student ca. seven days prior to the meeting by the college e-mail, the Wilma Student Register Database (Gradia) and a text message. The student's group leader / instructor will be informed by e-mail, too.

Further information and contact person:

ABOUT THE PROJECT: Jyväskylä Educational Consortium Gradia is coordinating a European Social Fund project from 2017 to 2019 aiming at supporting and helping migrant students on the upper secondary level education with the help of mentoring.

## **APPENDIX 5: Information for migrant students (mentees-to-be)**

Do you need help in studies or in your daily life? Do you want to get acquainted with a Finnish student?

Now it is possible!

In the autumn 2018, you can get a mentor who can help you. You will meet your mentor, get to know each other and talk about the matters that are important to you during the autumn 2018. Simultaneously, your mentor will learn about a migrant student's life in Finland as well as about your own culture. You can also visit places together, you can ask about things you do not understand and practice your Finnish language skills. You can also chat via Skype and e-mail or text.

A mentor is also a student studying Social and Health Care, Learning Assistance or Youth and Leisure Time Activities Instruction at Jyväskylä Educational Consortium Gradia.

You can tell your own teacher or study counsellor that you are willing to find a mentor. She/he will help you in the registration process. You can also register via a Webropol link by 30 August 2018.

**Registration is binding and obligatory.**

A get-together meeting will be organized for mentors and migrant students in September. You will meet your own mentor. Two additional general meetings will be held later. You will be invited by a Wilma message and a text message. Otherwise, you can meet your mentor and communicate with him/her as many times as you both prefer.

Further information and contact person:

ABOUT THE PROJECT: Jyväskylä Educational Consortium Gradia is coordinating a European Social Fund project from 2017 to 2019 aiming at supporting and helping migrant students on the upper secondary level education with the help of mentoring.

### What is the mentor's role? What is he/she doing with you?

- He/she talks with you about the matters you want to talk about.
- He/she listens to you.
- He/she answers your questions about, for instance, cultures, studies and language.
- He/she assists you in doing different things, for instance, sending e-mails.
- He/she encourages and motivates you.

### What does not belong to the mentor's role? What is he/she not doing with you?

- He/she will not reply to you at all times, for instance, in the night or many times a day.
- He/she does not take care of your tasks.
- He/she does not tell you what you should do or how you should choose.
- He/she does not give you money.
- He/she is not your therapist, mother or father, teacher, wife or husband but rather a school mate.

### What is mentoring? What is important for you?

- **Interactive sharing of ideas and experiences:**  
You and your mentor discuss in an equal way. You can ask questions and so can he/she.
- **Learning from each other:**  
You learn new things and so does he/she.
- **Trust and honesty:**  
You mind your own business and so does he/she. Be honest.
- **Commitment:**  
You keep your word. So does your mentor. You promise each other to keep in touch about once a week.
- **Respect:**  
You think that your mentor and his/her culture are okay and your mentor thinks that you and your culture are okay.

## Appendix 6: Synopsis for Mentor Training Program

SYNOPSIS Mentor training program

- two times from six to seven lessons depending on the group size

### DAY 1 – Topic: Multiculturalism

#### Introduction, 45 mins

1. Participants, introductions
2. Program and schedule for the day
3. POWER POINT PRESENTATION: brief introduction to the Project MentoMigri, to the idea of mentoring, practical information on participants' own educational fields/study programs, recognition and validation of learning, committing oneself into the process, schedule
4. Filling-up the starting questionnaire of the project with high confidentiality
5. Filling-up the evaluation permissions

#### Multicultural topics, ca. 6 x 45 mins

##### ***1. Multicultural skills will be needed in the future even more than now***

MATERIAL: A newspaper article on this topic

##### ***2. Defining the concepts of culture, understanding cultures and cultural diversities***

POWER POINT PRESENTATION: About multiculturalism for mentors

##### ***3. A key to understanding different cultures is the awareness of one's own culture***

POWER POINT PRESENTATION (cont'd): About multiculturalism for mentors

ASSIGNMENT: What or how is it to be a Finn? Make a list of five points, discuss them with your peer. Topic to be handled in the group.

MATERIAL: An example of Finnish spatial behavior, e.g. how we behave on the bus or in the elevator.

MATERIAL: The video 'Integration salad'. What is societal multiculturalism?

<https://www.youtube.com/watch?v=CNdm03fb4OQ&list=PLVmITS2zS2n4IANH8AGcUIq0WSOTFizLk&index=7>

#### **4. Varieties in migration, prejudices, stereotypes and racism**

POWER POINT PRESENTATION (cont'd): About multiculturalism for mentors

MATERIAL: Who may and can be a Finn? The video 'I am a Finn'

<http://www.youtube.com/embed/v7ch4mJ51CA>

MATERIAL: Information [https://pakolaisapu.fi/wp-content/uploads/2018/03/tienhaarojajaumpikujia23.2\\_nettiin.pdf](https://pakolaisapu.fi/wp-content/uploads/2018/03/tienhaarojajaumpikujia23.2_nettiin.pdf)

MATERIAL: Newspaper/weekly articles to give background information on the experiences of refugees.

[Discussing Finnish life and multicultural Finland in groups based on given materials.](#)

MATERIAL: Newspaper/weekly articles on experiences of racism.

[Discussing racism in groups based on given materials.](#)

#### **5. Cultures can be studied and differentiated via continuities**

POWER POINT PRESENTATION (cont'd): About multiculturalism for mentors

MATERIAL: Colored maps on continuities by Hofstede

<https://geerthofstede.com/culture-geert-hofstede-gert-jan-hofstede/6d-model-of-national-culture/>

#### **6. Adapting a new culture is an individual process but it often includes identical phases**

POWER POINT PRESENTATION (cont'd): About multiculturalism for mentors

MATERIAL: Integration Span by Red Cross as an example of different adaptation phases

<https://rednet.punainenristi.fi/kotoutumiskaari>

#### **7. 'Communication always fails - except by accident'**

POWER POINT PRESENTATION (cont'd): About multiculturalism for mentors

ASSIGNMENT: What is Finnish verbal and non-verbal communication like?

Discussions in pairs and small groups, to be concluded together.

MATERIAL: A photo in the article 'Waiting for the bus'; discussions in groups: what does it tell us about Finnish non-verbal communication?

## ASSIGNMENT ON INCIDENTS or DRAMA EXERCISE

see: <http://www.tyoelamanverkko-opisto.fi/materials/ymmrrks.pdf> > exercises on incidents or simulation cards on encounters

### **8. Yes, it is possible to speak and write Finnish with ease and clarity!**

POWER POINT PRESENTATION (cont'd): About multiculturalism for mentors

MATERIAL: examples of images on their cultural connections; discussion in the group.

### **9. Links and tips**

POWER POINT PRESENTATION (cont'd): About multiculturalism for mentors

Reading through the trainer's list of links and tips.

### **10. Homework: Mentoring Stories**

1. Find out and make notes on what they have gained through the mentoring process.
2. Find out and make notes on what the mentoring pairs were up to together and what topics they discussed.
3. What would you like to ask about mentoring and about your role as a mentor after having read the stories?

**Mentoring, ca. six to seven lessons**

**1. Introduction to the topic**

ASSIGNMENT: reporting the homework in pairs and within the group

MATERIAL: A video *'The best of friends'* about Finnish – migrant friendships by the Mannerheim League for Child Welfare

<https://www.youtube.com/watch?v=M06IF-oPuxk&index=6&list=PLVmiTS2zS2n4IANH8AGcUIq0WS0TFIzLk>

**2. The concepts of mentoring; general and ethical principles**

POWER POINT PRESENTATION: Defining mentoring, basic activities and connecting principles

POWER POINT PRESENTATION: Ethical principles of mentoring

ASSIGNMENT: Discussion in pairs: how can you realize the ethical principles during the concrete mentoring activities? Reporting in the group.

ASSIGNMENT: Discussion in pairs on the topic *'The mentor(s) of my life and what I have gained from him/her'*. Sharing experiences and thoughts within the whole group.

**3. Many methods for mentoring**

POWER POINT PRESENTATION: Methods to use for mentoring

POWER POINT PRESENTATION: Natural and designed mentoring

POWER POINT PRESENTATION: Peer mentoring and intercultural mentoring

ASSIGNMENT: Discussing in pairs/small groups the individual motives for mentoring. Background information, e.g. The motivation diamond of volunteering (by Pessi & Oravasaari 2010). Reporting in groups.

**4. Roles and tasks of the mentor**

POWER POINT PRESENTATION: Roles and tasks of the mentor

ASSIGNMENT: *'The role map of the mentor'*. Discussions in pairs/small groups: which ones of the roles seem close and most likely to the participants – and vice versa. Reporting in groups.

## **5. Mentoring as interaction and process**

POWER POINT PRESENTATION: Mentoring as interaction; expectations for a mentor and mentoring relationship; principles of dialogue

POWER POINT PRESENTATION: Different communication styles, methods/channels and listening skills

POWER POINT PRESENTATION: Mentoring as a process

ASSIGNMENT: Challenges in the mentoring relationship (cases and examples); in pairs or in small groups. Reporting in groups.

POWER POINT PRESENTATION: Possible challenges in mentoring and facing controversial situations

POWER POINT PRESENTATION: Mentor's attention to cultural differences

ASSIGNMENT: Exercise 'Yes or no'. A tongue-in-cheek final test on mentoring; can also be done as an exercise of opinions.

## **6. Links and tips**

Reading through the trainer's list of links and tips.

### **Conclusion:**

FEEDBACK: informal feedback of the participants on the training program and development ideas for future training

APPLICATIONS OF MENTORING: Personal contact information to be given in order to match the mentoring pairs (filling in a questionnaire)

AGREEMENTS ON MENTORING ACTIVITIES



This publication has received European Social Funding (ESF).