

Raising Capacity for  
Inclusive People engaged  
in private sponsorship

# Report on Training Programmes

DELIVERABLE 5.1

by GLOCAL FACTORY (IT)



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## RaCIP - Raising Capacity for Inclusive People engaged in private sponsorships

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### REPORT ON TRAINING PROGRAMMES WP5 – Deliverable 5.1

#### Author

Maria Carla Italia (Glocal Factory, Verona, Italy)

#### Contributors

CVI – Consorzio Veneto Insieme, IT

JRS Portugal, PT

Municipality of Ioannina, GR

Refugee Welcome, IT

Glocal Factory, IT

Réfugiés Bienvenue, FR

Second Tree, GR

Synthesis Center for Research and Education, CY

ISCTE – Instituto Universitário de Lisboa, PT

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GLOCAL FACTORY



iscte UNIVERSITY INSTITUTE OF LISBON



JRS

Réfugiés BIENVENUE



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# INTRODUCTION

This report refers to the training activities of the project RACIP, whose main goals are:

- to share and enhance the valuable knowledge on successful refugees' integration developed in the Partner countries involved, spreading the PAR model and the core expertise of all the partner organisations to the training participants, to increase their awareness of the roles and responsibilities entailed in community-based approaches to integration;
- to create in every area involved in the project a number of skilled mentors (both individuals and families), able to effectively support refugees and foster their autonomy;
- to improve coordination among all CSOs acting in the Partners' areas, in order to support both mentors and refugees;
- to enlarge the local networks of CSOs and public agencies/services engaged in refugees' inclusion processes, increasing these networks with a relevant number of social enterprises.

In order to achieve these purposes a two-level training has been designed to form the RACIP Training Programme:

1. THE FIRST LEVEL TRAINING, at international level, designed to form the local trainers
2. THE SECOND LEVEL TRAINING, at local level, where the first level trainers implemented training programmes for sponsors and mentors in their own communities.

Both the trainings were based on the Training Curricula designed by Glocal Factory and undertaken with the support of all the project partners for the purposes of the RACIP project. They have been complemented by the contributions and experiences of the partner organisations.

# 1. THE FIRST LEVEL TRAINING

## The training of local trainers (2-16 march 2022)

The 1<sup>st</sup> level of the training, which was formerly scheduled in January 2022, in Lisbon, due to pandemic was postponed and finally carried out online from the 2<sup>nd</sup> to the 16<sup>th</sup> of March 2022: 5 days training have been organised, for a total amount of 15 hours.

The training was addressed to operators within the partner organizations who, in turn, became trainers for mentors and sponsors recruited at local level (2<sup>nd</sup> level training). The contents were based upon Module 1 and Module 2 of the five Training Curricula (WP4), especially designed to train five different targets of prospective mentors:

- Hosting families
- Local families supporting refugees' families
- University students
- Mentors to work
- Associations and stakeholder networks.

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During the Training, the curricula have been complemented by stories and experiences by representatives of the partner organisations.

A debate took place at the end of every session. In order to allow time to discussion, participants were asked to read the curricula in advance, both to foster participation to the general debate and to allow the trainers to rely on the participants' pre-reading to complement the theory with its possible application. Slides were shared by most of the interventors: the links are included in the Agenda, in the next paragraph.

At end of the training, an evaluation questionnaire was delivered to all participants.

All the training sessions have been recorded: the links are included in the Training Agenda below.

In the next page, the scheme of the Training Curricula.

CURRICULUM	MODULE 1 Cross-cutting skills	MODULE 2 Specific skills
1. Hosting families		<b>UNIT 2.1</b> <i>Living together: ins and out in daily life</i> <b>UNIT 2.2</b> <i>Flying the nest</i>
2. Local families supporting refugees' families	<b>UNIT 1.1</b> <i>Refugees</i>  <b>UNIT 1.2</b> <i>Being mentor: motivation and role</i>	<b>UNIT 2.1</b> <i>Highlighting values</i> <b>UNIT 2.2</b> <i>Rights and services</i>
3. University students	<b>UNIT 1.3</b> <i>Empowerment</i>	<b>UNIT 2.1</b> <i>Migrations</i> <b>UNIT 2.2</b> <i>Loquor ergo sum – I think, therefore I am</i>
4. Mentoring to work	<b>UNIT 1.4</b> <i>The steeplechase</i>	<b>UNIT 2.1</b> <i>At work!</i> <b>UNIT 2.2</b> <i>The bag of tricks</i>
5. Associations and stakeholders networks		<b>UNIT 2.1</b> <i>Mentoring inside an organisation</i> <b>UNIT 2.2</b> <i>One-to-many/many-to-one: being in a group</i>

Fig. 1 – Scheme of the Curricula designed for the Training

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## 1.1. THE TRAINING AGENDA

### Day 1 – Wednesday, 2<sup>nd</sup> March, h. 14.00 – 17.00 CET

<https://drive.google.com/drive/u/0/folders/1Zc8umVBgwYsElm-zRrGZGOB-rwMaihpx>

- Introduction (Conorzio Veneto Insieme)
- Methodology and approach. The conceptual framework (ISCTE-IUL)
- The Training Curricula: Module 1 (Glocal Factory)
- Q&A, debate

### Day 2 – Tuesday, 8<sup>th</sup> March, h. 14.00 – 17.00 CET

<https://drive.google.com/drive/u/0/folders/1Utc2DGTpqUJ2jZASiAtiAD6P6tDSD417>

- The Training Curricula: Module 2 (Glocal Factory presented the 5 paths addressed to the different categories of future mentors)
- Q&A, debate

### Day 3 - Wednesday, 9<sup>th</sup> March, h. 14.00 – 17.00 CET

[https://drive.google.com/drive/u/0/folders/1vyssHp-yf-MnA0-f1zitgFqrVv1N8\\_vo](https://drive.google.com/drive/u/0/folders/1vyssHp-yf-MnA0-f1zitgFqrVv1N8_vo)

- Networking for reception and inclusion: the PAR experience (JSR).
- Q&A, debate

### Day 4 – Monday, 14<sup>th</sup> March, h. 14.00 – 17.00 CET

<https://drive.google.com/drive/u/0/folders/1tZrmAuzEEenJIRYoxl8-mNnFMt3OVZG9L>

- The RACIP partners' experiences in private sponsorships: talks by experts from RWI and RBF (reception in families according to the Italian and French models) and CVI (mentoring in companies and mentoring for job search)

### Day 5 – Wednesday, 16<sup>th</sup> March, h. 14.00 – 17.00 CET

<https://drive.google.com/drive/u/0/folders/15mhLm0CUjnBcy74l86LoJLiwBkjzvfFd>

- General discussion

All participants were asked to reflect on:

- the best possible way to fit the curricula to their national and territorial contexts
- the following steps to support mentoring experiences (WP 6)

---

## 1.2.THE TRAINING PARTICIPANTS

2 trainers (Glocal Factory), experts from ISCTE-IUL, JSR, RWI, RBF, CVI  
19 trainees, according to the following table.

Organisation	Attendants
CVI	4
Refugees Welcome	2
Réfugiés Bienvenus	2
Synthesis Center	2
Second Tree	2
City of Ioannina	2
Glocal Factory	1
JRS	4

## 1.3.THE TRAINING EVALUATION

At the end of the training, the participants were asked to fill in an evaluation Google template (see Annex 2). Link at:  
<https://docs.google.com/document/d/1LY81XDyOXI3bzGT7D5RLziqyOeiqe4Z/edit>

The questionnaire was anonymous and contained 5 close-ended questions – which referred to attendance (1.a), general aspects of the training (1.b), organizational aspects (1.c), contents (1.d), the trainers' performances (1.e) – and 5 open-ended questions. A final section investigated the participant profile (included age, profession, education). Close-ended questions had to be assessed on a 6 grade Likert scale, where score 1 indicates the negative value of the item, while 6 indicates the maximum positive value. A score of 3,5 on the scale is considered the medium value for the correspondent item. In the open-ended questions, respondents were requested to explain, in their own words, motivation, interest in the training, skills acquired, application of the knowledge acquired, recommendations.

The results of the evaluation are in Annex 1.



## 2.THE SECOND LEVEL TRAINING

### Training programmes for sponsors and mentors (mid-March/mid-June 2022)

The 2<sup>nd</sup> level of the training was carried out from mid-March to mid-June 2022, so starting right after the end of the 1<sup>st</sup> level of the training. Every participant organization (partner) organized its own training according to local needs.

The trainers of each partner organization were asked to address one or more categories of local mentors and stakeholders, according to the following table:

	Hosting families	Supporting families	University students	Social enterprises	Other stakeholders
CVI				5	10
GLOCAL F.			10		
RWI	7	10			10
SECOND T.		10	10		
MOI					20
RBF	7	10	10		10
SJR		10	10		20
SYNTHESIS		10	10	5	10

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Every Partner organized its own Agenda and its own training programme, according to the target and the local context. The average duration of each training is of about 10 hours. The activities had been strictly monitored by the same trainers, who were requested to provide detailed information on the implementation activities and their results.

#### 2.1. STEP 1 - Data collection on the oncoming trainings

The trainers were required to provide information on their scheduled training programmes filling in **Template WP5\_a** before starting the training (see Annex 3).

Link:

<https://docs.google.com/document/d/1JeKZkuZiWG8gp8ghCBxaTn7AftpCGVW5/edit>

Template WP5\_a requested the following information:

- Town
- Trainees' category

- 
- Number of expected trainees
  - Training programme
  - For each training session:
    - a. if it will be held online or in presence;
    - b. if in presence, the place;
    - c. date and hour of starting and end;
    - d. the module and the learning unit(s) that will be developed, with reference to the RaCIP Curriculum for the relevant trainees' category;
    - e. name and profile of trainers, experts and testimonials.
  - Flexibility of the Curricula to the local target needs, i.e. changes planned in comparison with the "standard" Curriculum. The trainers were asked to explain the reasons that made such changes necessary or convenient.
  - Trainees' recruitment
  - Other aspects

In the next pages, the overview of data as collected in WP5\_a.  
The documents in the link contain the complete agenda of the forthcoming trainings and all the aspects related to their logistic and organization.

Overview of data from WP5\_a

PARTNER	Expected Trainees	Where	When	Trainers, experts, testimonials	Recruitment	Adaptation of the Modules	Link to WP5_a
CVI	10 mentors	Padua, IT	22/4-27/5 2022	7	Word of mouth, flyers, posts on Fb page	Yes	<a href="https://drive.google.com/drive/u/0/folders/1m_pewCLDmYs-nfXeUNwksLOskZiQuiE">https://drive.google.com/drive/u/0/folders/1m_pewCLDmYs-nfXeUNwksLOskZiQuiE</a>
	5 stakeholders						
GLOCAL FACTORY	10 univ. students	Vercelli, IT	22/4-3/6 2022	12	Word of mouth, direct encounters	Yes	<a href="https://docs.google.com/document/d/1Q0l42PvJHUBaG9xlvEg4h8fMNEExXhSEw/edit">https://docs.google.com/document/d/1Q0l42PvJHUBaG9xlvEg4h8fMNEExXhSEw/edit</a>
RWI	13 hosting families	online	10/5-9/6 2022	15	RW online platform followed by profiling and assessment activities	Yes	<a href="https://docs.google.com/document/d/1cW_kHoKMreuaOZanUt7jaVmTbR0ix3_PO_U8SC10onA/edit">https://docs.google.com/document/d/1cW_kHoKMreuaOZanUt7jaVmTbR0ix3_PO_U8SC10onA/edit</a>
	14 supporting families	online	12/5-9/6 2022				
SECOND TREE	10 univ. students	Ioannina	11-18/5/2022	2	Community Outreach, local connections and networks	Yes	<a href="https://docs.google.com/document/d/1x1Vo2yhIscPIZpsD4kDB9u3up1iFskh_/edit#heading=h.gjdgxs">https://docs.google.com/document/d/1x1Vo2yhIscPIZpsD4kDB9u3up1iFskh_/edit#heading=h.gjdgxs</a> <a href="https://docs.google.com/document/d/1MjiffD-a7W9P8dtF99kMUKR6xmXfDM8R/edit#">https://docs.google.com/document/d/1MjiffD-a7W9P8dtF99kMUKR6xmXfDM8R/edit#</a>
	10 supporting families	Ioannina, GR	11-18/5/2022	2			
MOI	20 stakeholders	Ioannina, GR	26-28/5/2022	9	Reaching out the Mol's Urban Working Group and collaborating NGO's through email and direct calls	Yes	<a href="https://docs.google.com/document/d/1VeK84d-Orcun3MI4ItPjC8r7YKLdD9xT/edit">https://docs.google.com/document/d/1VeK84d-Orcun3MI4ItPjC8r7YKLdD9xT/edit</a>
RBF	5 hosting families	Paris, FR	14-21/5/2022	12	n/a	n/a	<a href="https://docs.google.com/document/d/1VeK84d-Orcun3MI4ItPjC8r7YKLdD9xT/edit">https://docs.google.com/document/d/1VeK84d-Orcun3MI4ItPjC8r7YKLdD9xT/edit</a>
	10 univ. students	Paris, FR	14-20/5/2022	14	n/a	n/a	<a href="https://docs.google.com/document/d/1CQmYbn1ARcJcLNGgEfQINg7ZxYSK2p9q/edit">https://docs.google.com/document/d/1CQmYbn1ARcJcLNGgEfQINg7ZxYSK2p9q/edit</a>
	7 stakeholders	Paris, FR	14-19/5/2022	11	n/a	n/a	<a href="https://docs.google.com/document/d/1KUvwwipCCIESIbVv0FwZFiHPzI53ex5k/edit">https://docs.google.com/document/d/1KUvwwipCCIESIbVv0FwZFiHPzI53ex5k/edit</a>

SYNTHESIS	10 Individuals or families	HUB Nicosia, CY	19-21/5/2022	3	Social media posts, outreach calls, personal contacts, email invitations, flyers creation and circulation, recruitment campaign	n/a	<a href="https://docs.google.com/document/d/11OTkFGqJ_gl8YZeMjJxRLMkNBS8S4lw/edit">https://docs.google.com/document/d/11OTkFGqJ_gl8YZeMjJxRLMkNBS8S4lw/edit</a>
	10 univ. students	HUB Nicosia, CY	21-23/5/2021	3		n/a	<a href="https://docs.google.com/document/d/1icodVdcb6jH3OJQzDRZGIVDoUZSQG8fm/edit">https://docs.google.com/document/d/1icodVdcb6jH3OJQzDRZGIVDoUZSQG8fm/edit</a>
	5 social enterprises	HUB Nicosia, CY	18-21/5/2022	3		n/a	<a href="https://docs.google.com/document/d/1mjiE6QNzDjA8N0WphQ99HtHhPoeB3Sgv/edit">https://docs.google.com/document/d/1mjiE6QNzDjA8N0WphQ99HtHhPoeB3Sgv/edit</a>
	10 stakeholders	HUB Nicosia, CY	17-21/5/2022	3		n/a	<a href="https://docs.google.com/document/d/1iW_iM2CFOvH7a-EROsKv8BtCYHIWkPPP/edit">https://docs.google.com/document/d/1iW_iM2CFOvH7a-EROsKv8BtCYHIWkPPP/edit</a>

## 2.2. STEP 2 - Data collection on mentors and sponsors' training

Collection of data on the trainees' satisfaction and the trainees' perception of acquired skills and learning achievements. Three possible methods were suggested:

- Collective discussion at the end of the last training session. As indicated in the Curricula, the last 30 minutes of Unit 2.2. are dedicated to the face-to-face evaluation of the training course
- Individual online questionnaire at the end of the training. Trainees are asked to fill in the questionnaire (see Annex 5) at the link <https://docs.google.com/document/d/1J3aB2mCbdw6Rsht4XjiHJharL3DQOhXv/edit>
- Learning assessment, according to the indications provided at the end of each Curriculum. Trainers have been allowed to adapt and integrate it according to the needs of the different local programmes.

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Moreover, an attendance template was provided, to register the trainees' presence (see Annex 4). Link at

[https://docs.google.com/document/d/1Jg06\\_ORErBprnFRpCuSYzr\\_0KnWRKh8m/edit](https://docs.google.com/document/d/1Jg06_ORErBprnFRpCuSYzr_0KnWRKh8m/edit)

## 2.3. STEP 3 - Reports on local training programmes

The trainers were required to fill in **Template WP5\_b** (one template for each trainees' category), resuming information from data collection and activities implemented (see Annex 6). Link:

[https://docs.google.com/document/d/1TZZq3hsy4gD\\_MaFxc1UGYwsBkdqEgkU7/edit](https://docs.google.com/document/d/1TZZq3hsy4gD_MaFxc1UGYwsBkdqEgkU7/edit)

In the next pages, the overview of data as collected in WP5\_b. The documents in the link contain all details about the training, its participants, outcomes and evaluation.

Overview of data from WP5\_b

**CVI – Consorzio Veneto Insieme, IT**

Participant trainees	Mentors at work: 6 Stakeholders: 6
1. Collective reasoning	The training experience had been evaluated positively. Appreciation for: <ul style="list-style-type: none"> <li>• <b>the topics</b>, in particular the lesson dedicated to empathy (second lesson). The presence of a psychiatric who presented the topic, confirmed the need to better understand the necessity to provide the futures mentees not only with psico-emotional support, but also (and first of all) the mentors, as a tool to face the difficulties and challenges the role itself entails;</li> <li>• <b>the methodology</b> of the course, focused on the interaction between the trainers, experts and trainees, in order to provide a less frontal teaching methodology and a safe space for discussion and confrontation between the participants.</li> </ul>
2. Individual survey	No individual questionnaire has been provided.
3. Learning assessment	No learning evaluation was carried out.  In the trainers' opinion, the trainees acquired useful notions for their mentoring path. The training provided them with information about the local integration system from different perspectives - economic, legal, social, and the outlook provided by personal experiences - given the trainees an holistic knowledge of the migratory phenomenon, the different obstacles to be faced and the services/tools provided on a national and/or local level from public and/or private organisations. A quick overview to the integration system provided participants with some hints to be further developed. The participation of persons from different organisations - all of them involved in different aspects of the integration of migrants in the territory - had represented an important opportunity to share tools, information and personal and professional contacts, that could be useful to the trainees in their daily mentoring journey.  Inside the two groups - 1) mentors at work and 2) other stakeholders - the acquisition of the skills was on a general point of view homogeneous. Differences were due to the different professional and educational background of the participants. The second group - organisations and other stakeholders - was mainly composed of professionals with some degree of expertise in the field of migration and integration methodologies, therefore theoretically more prepared than the first group, whose components didn't have this kind of educational background. However, as for the first group - mentors at work - the gap of theoretical knowledge was filled by their own personal experiences, being most of them asylum seekers and/or migrants themselves.
4. Evaluation by experts and testimonials	Both the experts and the testimonials have much appreciated the participants' involvement, demonstrated by their engagement during the Q&A segment, and the quality of the interventions made by the trainees.  As for the negative aspects, as already underlined by the trainees, reference had been made to the workspace, a little bit small for the group.
Link to WP5_b	<a href="https://docs.google.com/document/d/113LneHKQpQRwnXDfVgtociGclZ8G5L4N/edit">https://docs.google.com/document/d/113LneHKQpQRwnXDfVgtociGclZ8G5L4N/edit</a>

## Glocal Factory, IT

Participant trainees	University students: 10
1. Collective reasoning	<p>The training was appreciated by the participants; it was the workshops that interested them the most. Working a lot on relationship and having space to share and tell each other made them feel part of a group. Those in their first experience of such a relationship with migrants heard new arguments that helped them to think about themselves and their relationship with each other.</p> <p>The shared criticality was that the topics were dense and it would take more meetings to get more deeply into them.</p>
2. Individual survey	<p>At the end of the training programme, feedback from the trainees were collected through the individual questionnaire (Annex 4), whose detailed results are in template WP5_b.</p> <p>The answers to the questions related to organisation and personal improvement were mostly rated between 4 and 5 on the Likert scale. Most relevant answers to the open-ended questions:</p> <p>QUESTION 2</p> <ul style="list-style-type: none"> <li>• I preferred experimental activities and workshops because I learn better when I can make practice;</li> <li>• My favourite activity was the one about personal perception and how we look at others. It was a very intimate and at the same time liberating experience;</li> <li>• For me the best part of the training was a portrait activity: we paired with an unknown person and then we took turns in drawing each other faces on a transparent paper. After the drawing was complete each person attributed 3 characteristics of the other person. It was interesting to see how you are viewed others;</li> <li>• A meeting that I particularly enjoyed was the one in which a boy from the group made us a typical drink of his country. It was fantastic because I can see how happy he was to share with us a piece of himself and I really enjoyed tasting something new for me! The meeting was an exchange of stories through something concrete (the drink), as well as something abstract like words.</li> </ul> <p>QUESTION 3:</p> <ul style="list-style-type: none"> <li>• I got a lot of information and how network between associations and people can be the difference in support situations;</li> <li>• I learned to recognize welfarism signals and prevent them, also on me;</li> <li>• I hope to be able to create a great friendship, free of preconceptions coming from the society where I grow up, only looking at the person himself, for a mutual exchange;</li> <li>• I've learned the importance of looking at things closely. I learned that everyone has something to say and to give to the other, if only we take the time to really listen and understand it. Also, I've learned that it's really important to always asking ourself the reason under things and words, without taking anything for granted;</li> <li>• I found really important that there were women with non-european origins to speak with us about what means to them to be "immigrant" and not an Italian person with just academic or professional "expertise".</li> </ul> <p>QUESTION 4:</p> <ul style="list-style-type: none"> <li>• I will create a relationship based in friendship rather than based in help, in a way beneficial to both sides;</li> <li>• I won't generalize and do what I think is the best for my partner but I will put their needs and their voice at the center of our relationship;</li> <li>• I hope to be able to create a great friendship , free of preconceptions coming from the society where I grow up, only looking at the person himself, for a mutual exchange.</li> </ul>

2. Individual survey	<p>QUESTION 5:</p> <ul style="list-style-type: none"> <li>• I guess that practical training is the best for this project because they show us how to perceive things in a different way;</li> <li>• During our training there wasn't any division between trainers and trainees but it was a free and open discussion. I think this was the key to keep all the meetings active and stimulating.</li> </ul> <p>QUESTION 6:</p> <ul style="list-style-type: none"> <li>• I will apply the knowledge gathered with the training living the mentorship relation as it is and not by being overcome by just wanting to help;</li> <li>• First, in my opinion, relationships are not easily teachable. For sure the training gave me important suggestions on which could be some of the general needs of immigrant people (language, documents, doctors, school...) and how my knowledge of the territory could be useful in some situations.</li> </ul> <p>QUESTION 7:</p> <ul style="list-style-type: none"> <li>• A new base to create relationships;</li> <li>• Various and disconnected;</li> <li>• It was out of my comfort zone but definitely a welcoming place;</li> <li>• Enriching and strong in every sense;</li> <li>• I'm grateful to have taken part of this training because I had the chance to meet several people thanks to I improved myself and re-imagined my idea of being foreigner.</li> </ul>
3. Learning assessment	<p>The trainer did not want any kind of evaluation, as the group held all the meetings not talking about training but sharing experiences: the designated trainer would start the talk and then leave it to the mentors. This is because they preferred to build and nurture relationships and the group. Ending the meetings with an evaluation has been considered inconsistent with the journey they had made together.</p> <p>The trainer thinks the learners acquired useful skills for the mentoring of migrants. She thinks the journey they have taken together has helped so many within the group to think about diversity: analysing its great potential and also its difficulties. They tried to think about how they usually stand in helping relationships and the discomfort of feeling unfairly superior. It is difficult to be able to say to what extent these meetings have been useful; she is sure, however, that they have provided the right insights to begin useful reasoning in dealing on a practical level with relationships of this kind.</p> <p>There was definitely a difference between the participants. There was a group of girls who are already operating and working with migrants while others are still only studying and therefore without any experience. You could see in the talks that some of the girls had already had the opportunity to do that kind of thinking or had already faced the difficulties we were talking about. For the other girls it was all new, for them especially I think our meetings were helpful.</p>
4. Evaluation by experts and testimonials	<p>With the trainers there have been meetings all together before the meetings started. Shared opinion that the course had to be designed together to make it as coherent and consistent as possible. Many were pleased with the active participation in the meetings by the mentors. Again, the time limitation was pointed out: difficult to be able to say everything they had to say in one meeting.</p>
Link to WP5_b	<a href="https://docs.google.com/document/d/13a_psFiMikwiWW2kVfZbSI_iotwZCsnq/edit">https://docs.google.com/document/d/13a_psFiMikwiWW2kVfZbSI_iotwZCsnq/edit</a>

## RWI - Refugees Welcome, IT

Participant trainees	Hosting and supporting families: 10 hosting families; 7 mentors/supporting families
1. Collective reasoning	At the end of each session and during the learning assessment, the trainees expressed their general satisfaction toward the training curricula's contents. According to them, the modules were consistent with the goals of the programme and provided useful insights - related to different aspects of the family-based hospitality and mentoring schemes, both practical and more theoretical - to prepare trainees for the experience. The possibility to listen to living testimonies was highly appreciated, in order to better assess all the critical aspects that mentoring and hosting relations entail. During the learning assessment, we gathered positive feedbacks on the presentation of the legal framework (type of protections, asylum procedures, system of reception in Italy), even though the given information were very dense and quite technical, as well as on the module focused on the profile of the migrants and the situation in their country of origin. The main criticism registered was related to the online setting, which prevents people from fully engaging and joining more participatory activities.
2. Individual survey	We didn't carry out an individual survey, as we preferred to organise an informal learning assessment in the flesh at the end of the training course, during which we not only assessed the level of knowledge, but also gathered feedback on the learning experience.
3. Learning assessment	An informal learning assessment was organized in the flesh at the end of the training course. It was a meeting to finally know all the participants in person, to gather their thoughts, doubts, questions and assess the level of understanding. It was an informal conversation, moderated by our trainers on the basis of open questions, in which everyone had the chance to speak their mind. Our training programme was very dense, informative and based on a wide range of topics, spinning from the legal framework of migration in Italy to relational aspects of the mentoring and hosting experience. We tried to adopt - as much as we could give the online setting - a practical approach, by presenting case studies and engaging testimonies who can share their living experiences with the trainers. We also assessed the most critical factors embodied in the relationship: dealing with expectations and cultural differences. We think we provided trainers with the chance of acquiring a useful set of skills, but we consider the mentoring/hosting experience a process - where people "learn by doing" - that requires flexibility and adaptation, as unexpected things to deal with may arise. This is why it is so important to provide mentors and hosting families - as well as migrants and refugees involved in the program - with the support of volunteers who can accompany the protagonists during their "journey". The majority of the people involved in the training have already had previous professional/volunteer experiences in the field of migration, so the learning setting was fairly homogeneous. Most of the participants had a general knowledge of the topics.
4. Evaluation by experts and testimonials	Our trainers thought that the topics addressed in the curricula were consistent and useful. They complained a bit about the lack of a more interactive approach, due to the online setting, but they tried their best to engage the learners. They found the motivations of the participants high and the questions they raised pertinent and challenging. The presentation of case studies and the participation of testimonies were highly rated.
Link to WP5_b	<a href="https://docs.google.com/document/d/1Z99lqgTHCEYI48t9ihYuCpQDufelOt2v/edit">https://docs.google.com/document/d/1Z99lqgTHCEYI48t9ihYuCpQDufelOt2v/edit</a>



## Second Tree, GR

Participant trainees	Students and Supporting Families: 9
1. Collective reasoning	<p>At the end of Session 3, the participants and the trainers had a 30-minute feedback session to gather their thoughts and opinions about the training.</p> <p>The general feedback was that the training was very informative and helpful, in terms of understanding the refugee crisis in the Greek context and what problems refugees face on a daily basis. After the training highlighted these problems and the testimonials from the refugee community shared their experiences, the participants agreed that now they have a better understanding of which areas they can help refugees with. The majority agreed that the content of the training was interesting and engaging and that the length of the sessions was not too long. Carrying out the training at Second Tree's volunteer house in the centre of Ioannina was also appreciated by the participants, who mentioned that it made the setting more informal and relaxed, and gave them more room to engage and participate.</p>
2. Individual survey	<p>At the end of the training programme, feedback were collected delivering the individual questionnaire (Annex 4).</p> <p>The answers to the questions related to organisation and personal improvement were rated between 4 and 5 on the Likert scale.</p> <p>Relevant answers to the open-ended questions:</p> <ul style="list-style-type: none"> <li>• <i>it was very useful to be able to speak directly with an immigrant about his experience.</i></li> <li>• <i>the topics were explained thoroughly by the trainers and highlighted the participation of the whole group in the discussions.</i></li> <li>• <i>the best learnt topic was the asylum process in Greece.</i></li> <li>• <i>one participant mentioned that he hopes to apply the lessons from the training with "great success".</i></li> <li>• <i>one participant hopes to create a social interaction with his mentee so they feel more welcomed in the city.</i></li> <li>• <i>the training has been defined as "thought-provoking and interesting".</i></li> </ul> <p>The participants didn't suggest any recommendations.</p>
3. Learning assessment	<p>No learning evaluation was carried out.</p> <p>Participants acquired knowledge about the refugee situation in Greece and what problems they can help refugees with, which is often information that is not known by the locals. Most people in the Greek local community are aware that refugees are living in Ioannina, but the vast majority don't know the refugee crisis context, what are the main problems that refugees face, and how they can help. The training allowed participants to acquire the knowledge and skills to establish a dialogue with the refugee community in order to support them in tackling the obstacles they face in their daily life in Greece.</p> <p>The learning experience between the participants was fairly homogenous because the participants belong to a similar group of educated college students, even if their backgrounds were different, as some have worked with migrants before or have a relevant degree while others had no experience. This led to interesting discussion and sharing of knowledge. Overall, the participants had a similar level of understanding and engagement with the content.</p>
4. Evaluation by experts and testimonials	<p>Ciara Macken, came as an expert to explain the refugees' situation and its evolution in Ioannina. She thought that the subjects addressed in the curriculum were pertinent and useful for the trainees to know about. Erfan Azimi and Mahdi Hooshmand, invited to deliver their testimonials and their perspectives, had a general positive feedback. They enjoyed sharing their points of view with the trainees and answering their questions.</p>
Link to WP5_b	<a href="https://docs.google.com/document/d/18RR9L_zzpkMpu37NkXOMCarb7oH5_zOH/edit">https://docs.google.com/document/d/18RR9L_zzpkMpu37NkXOMCarb7oH5_zOH/edit</a>

## MOI - Municipality of Ioannina, GR

Participant trainees	Associations and stakeholders network: 20
1. Collective reasoning	At the end of each day, mini activities were scheduled to let participants express their feelings. They showed satisfaction about contents and interactivity. They seemed highly motivated and provided positive feedback about the cohesion of the team and the way they worked together. They felt confident to deal with mentoring programs and were interested in them.
2. Individual survey	<p>The questionnaire was provided to all participants printed and online (15 online, 5 in writing). A detailed report at the link. Here below some major results.</p> <p>As the general aspects concern, 53,3% of participants said that the seminar was excellent and 46,7% said that it was good. It fully met the expectations of 53,3% of participants. This training will be excellent helpful in their mentoring career for the 66,7% of the trainees. Almost all the participants consider the ideas presented new (46,7% excellent, 46,7% good). Overall, the participants expressed their satisfaction (60% excellent).</p> <p>The preparation of the training was excellent for the 60% of participant. All in the overall organisation satisfied the participants and they characterised it as excellent (60%). The contents have been received as novelty for the 53,3% (excellent), the same percentage scored by the interest of subjects covered. The 66,7% stated they understood in excellent grade the contents. The 53,3% of participants stated the expertise, the educators' clarity and facilitating skills excellent. The support during sessions was considered as excellent by the 73,3% of trainees; the 66,7% found the way that facilitators fostered interaction and exchange among participants excellent. The overall appreciation of trainers was rated as excellent from the 66,7%.</p> <p>On personal improvement, the 46,7% of the trainees considered that session contributed to their awareness in an excellent way. In addition, participants considered that the sessions improved their knowledge (53,3% excellent), their know-how (53,3% excellent) and their being (46,7% excellent). The training answered doubts and uncertainties in an excellent way (53,3%). Participants' comprehension increased on the key concepts of interculturality, empathy, empowerment (60% excellent).</p> <p>The best parts of the training was the interaction with guests (refugees, mentors), being the mentors' experience, the advice and the experiential way of reaching empathy and empowerment the most important lesson. Trainees gave very positive feedback about the experiential parts of sessions as they had the chance to interact and go deeper in the subjects discussed. At the end, participants felt empowered as it concerns their future mentor role, enlightened as it concerns the theoretical background and highly motivated for the mentoring journey.</p> <p>As the 80% of participants had no previous involvement in migrants' mentoring and sponsorship, they shared some of their basic motivations of being a mentor: need for support, help, inspire other people, personal motives (academic interests), social awareness (refugees' integration) etc.</p>
3. Learning assessment	Participants increased their professional background related to migrancy with mentoring techniques such as empowerment, empathy, good practices in relationship mentor-mentee. The way they performed during working groups, experiential activities and the reflective comments they did on their assessment, prove they are high skilled as future mentors. The common professional background among the participants set a common starting point. Some of the participants participated more actively than others. The final learning results were more or less fairly homogeneous.
4. Evaluation by experts and testimonials	Experts and testimonials shared their satisfaction about the interaction they had with the future mentors. During the Q&A part, participants had the chance to ask more and share their concerns and go deeper to the mentoring issues discussing with current mentors or to discuss and receive clear answers on law procedures. Both experts and testimonials empowered the participants for a potential mentor role by sharing their advice and be supportive to them. They gave us their positive feedback about the course (structure, content etc.) and they expressed their gratitude for being part of the trainings.
Link to WP5_b	<a href="https://docs.google.com/document/d/1qjGHFJKVkuq3mkmvREdsG7GEQ_2FJwqE/edit#">https://docs.google.com/document/d/1qjGHFJKVkuq3mkmvREdsG7GEQ_2FJwqE/edit#</a>

## RBF - Réfugiés Bienvenus France, FR

Participant trainees	Hosts: 4 Students: 7 Stakeholders: 4
1. Collective reasoning	<p><b>HOSTS:</b> a discussion took place at the end of the training. Those present were disappointed in the lack of participation. The weakest points for them were the moments of informal discussion. They appreciated learning about the asylum procedure from the legal professionals and being able to exchange with experienced hosts. They highlighted feeling more competent due to understanding what procedures the refugees will be going through and how that might affect the mentorship.</p> <p><b>STUDENTS:</b> a collective discussion took place. The feedback was overwhelmingly positive. Students highlighted the fact that this kind of training is usually reserved for professionals and they were grateful to have access to experts. They thought the course was dense but appreciated covering a wide scope of topics. They also appreciated better understanding a more theoretical or technical side of the subject as opposed to the knowledge they might have from on the ground interactions.</p> <p><b>STAKEHOLDERS:</b> trainees were disappointed by low participation. However, they found it very useful to make time to discuss these questions and were excited to meet each other. They appreciated the technical knowledge transmission, in particular the lawyer's presentation, as well as the discussion groups.</p>
2. Individual survey	<p><b>HOSTS:</b> feedback collected through their own survey (see file at the link), 1 answer. Participants learned most that refugees need more than just a roof over their heads. They particularly appreciated the refugee testimonial, the presentation from the social worker, and the exchange with experienced hosts.</p> <p><b>STUDENTS:</b> feedback collected through their own survey (see file at the link), 6 answers. Highlights: being able to discover the network of experts and actors working in migrant reception, the expert presentations in general, as well as the tools gained relative to creating a healthy and productive professional posture when working with migrants, via the presentations from the psychologist, the social worker, and the language instructor. The modules that were deemed most necessary were: the psychologist presentation, and the legal professional presentation, group discussion with volunteer witnesses, and the policy and history of migration course.</p> <p><b>STAKEHOLDERS:</b> feedback collected through their own survey (see file at the link), 3 answers. They highlighted: being able to learn about how other organisations are structured, different types of services for refugees, feeling more confident and able to direct migrants they are mentoring. The most appreciated modules were the presentation from the psychologist and legal professionals, the refugee testimonial.</p>
3. Learning assessment	<p><b>HOSTS:</b> the learning evaluation only came through the questions on the survey in the end. As for the useful skills acquired, contextual knowledge and resource identification were particularly stressed. Differences in learning between participants were significant because each came with a different level of prior knowledge.</p> <p><b>STUDENTS:</b> the only evaluation was via the questionnaire. As for the useful skills acquired participants were able to articulate what exactly improved in their knowledge, whether it was theoretical information or the legal framework of asylum, or improving their posture psychologically, or discovering networks. The skills acquired were quite varied from learner to learner given different levels at the outset.</p> <p><b>STAKEHOLDERS:</b> evaluation came from questions in the survey. As for the useful skills acquired, all highlighted feeling more competent in directing beneficiaries to relevant resources and creating networks, which is an incredibly important technical skill in mentoring. Learning was fairly homogenous despite different skill levels in the group.</p>
4. Evaluation by experts and testimonials	<p><b>HOSTS:</b> the experts all gave positive feedback although they mentioned low attendance. They gave very positive feedback on the relevance of giving such a training program, and advised against making it so long and consecutive, instead doing short modules over the course of several months, or even writing a guide to contain the relevant information, that can be consulted before hosting as well as in the moments that certain things become relevant.</p> <p><b>STUDENTS:</b> experts gave positive feedback and praised the participants' enthusiasm.</p> <p><b>STAKEHOLDERS:</b> experts were pleased with the training, all mentioned low participation and too many hours, but gave extremely positive feedback on the relevance of the program and the opportunity to participate.</p>
Link to WP5_b	<a href="https://drive.google.com/drive/u/0/folders/1-TiKoH9ce31ueXkVelaHSRGjDR28KhsM">https://drive.google.com/drive/u/0/folders/1-TiKoH9ce31ueXkVelaHSRGjDR28KhsM</a>

SYNTHESIS CENTER, CY

Participant trainees	Individual / Families: 5 University students: 9 Enterprises: 5 Associations and Stakeholders: 3
1. Collective reasoning	<p>At the end of the training, the trainers conducted an evaluation exercise with the participants of all categories, to measure their satisfaction.</p> <p><u>INDIVIDUAL/FAMILIES</u>: overall, the group of individuals/families were happy to be part of the programme and mentioned that the initiative is an excellent step towards migrant integration in Cyprus, but also it is very rewarding for locals to be involved in such activities with migrants. They also mentioned that the sessions with the experts (one mentor and one mentee-migrant) were very useful so that to see how mentorship works on practical level and in real life. The trainees feel that they have acquired useful competencies to support a migrant in the framework of a mentorship. They found very helpful the material provided in the training.</p> <p><u>UNIVERSITY STUDENTS</u>: overall, university students were happy and excited to be part of the programme, especially because many of them are studying psychology. They appreciated especially the session with the expert Dr. Stephanos Spaneas, Associate Professor of Social Work at the University of Nicosia, because "he explained the migration policies and system of Cyprus very well". The trainees feel that they have acquired substantial knowledge and skills to support a migrant in the framework of a mentorship.</p> <p><u>ENTERPRISES</u>: Overall, the group of enterprises were interested to find out more about the programme and how they can help migrants enter the labour market. They were satisfied with the programme and mentioned that they will use the skills acquired and materials given in order to help their mentees.</p> <p><u>ASSOCIATIONS and STAKEHOLDERS</u>: Overall, the group of associations and stakeholders were satisfied with the programme and mentioned that they will use the skills acquired and materials given in order to help their mentees.</p>
2. Individual survey	<p>According to the participants, the best part of the training was Dr. Spaneas' presentation, evaluated very informative and useful. It shed light on the migration situation in Cyprus and clarified the different categories of migrants: economic migrants, asylum seekers, refugees.</p> <p><u>INDIVIDUAL/FAMILIES</u>: the participants were in general very satisfied. They also appreciated the case study of an asylum seeker that the training examined, as it helped them to "take into consideration any possible challenge the person would have to face". Most of the participants did not have any previous involvement with migrant's mentions and sponsorship. Their motivation to join the programme was their willingness to help people in need. <u>The training experience in a sentence</u>: "Most of the participants mentioned that the training was informative and interactive. One participant mentioned that the training was a whole new experience with knowledge farfetched, which opened their mind to various possibilities".</p> <p><u>UNIVERSITY STUDENTS</u>: overall, the participants were very satisfied (rating from very good to excellent). Most of the participants did not have any previous involvement with migrant's mentions and sponsorship. Their motivation to join the programme was mostly to gain experience as psychologists. <u>The training experience in a sentence</u>: "Most of the participants mentioned that the training was informative and interesting".</p> <p><u>ENTERPRISES</u>: in general, the participants were very satisfied (rating from very good to excellent). They appreciated Mr. Spaneas on history of migration in Cyprus, and the difference between an asylum seeker and a refugee. They were employers who have a company, and they have already some experience with migrants.</p> <p><u>The training experience in a sentence</u>: "The participants mentioned that they enjoyed the part where they all spoke about their experiences on the topic of migration".</p> <p><u>STAKEHOLDERS and ASSOCIATIONS</u>: the participants were very satisfied (rating from very good to excellent). According to them, trainers and learners had very good communication between them, while the best part of the training was the presence of an asylum seeker and his experience in the Cypriot market. The learners said they learned to be empathetic towards migrants' problems and understand more what these people face in everyday life. <u>The training experience in a sentence</u>: "The participants mentioned that the training was an excellent experience and suggested that people should attend more trainings such as the RaCIP one. "</p>

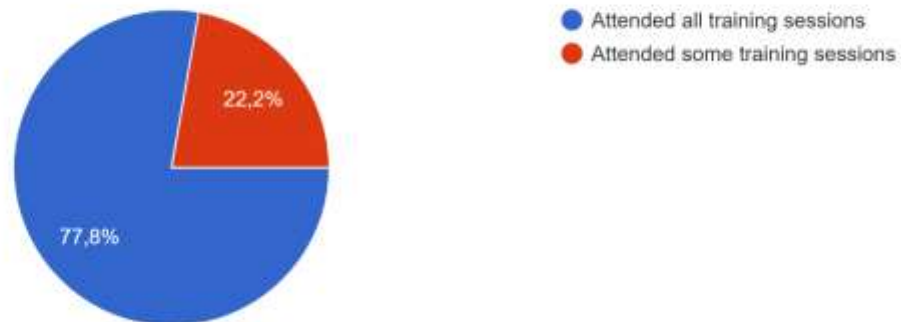
3. Learning assessment	<p>No dedicated evaluation of the learning. During the training questions were asked and discussion initiated to support the learners to understand the subject.</p> <p><u>INDIVIDUAL/FAMILIES</u>: the training programme was very informative and took several aspects of migration and mentorship into consideration. Besides theoretical presentations, they also took a practical approach based on case studies and real cases of mentor-mentee relationships. In the group, indeed, there were some differences between learner and learner. This was related to their background, age, and experience.</p> <p><u>UNIVERSITY STUDENTS</u>: as the group of university students did not have any previous experience in mentoring of migrants, it is our view that they acquired useful knowledge and skills to use in their mentoring journey. Specifically, the learnt how to talk to migrants without being offensive or curious, and also they learnt to build and express empathy as mentors, towards migrants. In the group of university students, the participants were very open to learning. Most of them had similar knowledge and background, while their subject of study was either psychology or law.</p> <p><u>ENTERPRISES</u>: the learners acquired a series of skills for their mentoring experience, but also competencies that can use during their working life as employers. In this group no significant differences appeared between learners. Most of the participants came from the same sector of employment (cleaning companies).</p> <p><u>ASSOCIATIONS and STAKEHOLDERS</u>: the learners acquired a series of skills for their mentoring experience, but also competencies that can use during their working life. In the group there were some differences between the learners. However, the training run smoothly, and were no significant difficulties during.</p>
4. Evaluation by experts and testimonials	<p><u>INDIVIDUAL/FAMILIES</u>: the experts were happy that they saw that a mentorship programme is being realised in a Cyprus context.</p> <p><u>UNIVERSITY STUDENTS</u>: they mentioned that the learners (university students) were very eager to learn, and that they asked interesting and informed questions.</p> <p><u>ENTERPRISES</u>: the experts felt happy that more people are willing to become mentors to migrants (one of the experts is an asylum seekers). The second expert was an HR manager, he mentioned that the skills acquired during the training will be useful during their daily work as well.</p> <p><u>ASSOCIATIONS and STAKEHOLDERS</u>: the experts felt happy that more people are willing to become mentors to migrants (one of the experts is an asylum seekers). The second expert was an HR manager, mentioned that the skills acquired during the training will be useful during their daily work as well.</p>
Link to WP5_b	<p>Individual / Families  <a href="https://docs.google.com/document/d/1tiw3Zntij7gX6QLtEt3DM_5Q8rEbZui/edit">https://docs.google.com/document/d/1tiw3Zntij7gX6QLtEt3DM_5Q8rEbZui/edit</a>  University students  <a href="https://docs.google.com/document/d/1s3w2CFWJJHYh68tsstuzhybj6aAtqx8b/edit">https://docs.google.com/document/d/1s3w2CFWJJHYh68tsstuzhybj6aAtqx8b/edit</a>  Enterprises  <a href="https://docs.google.com/document/d/1R7Yj8wbp_vKbyZsBK3uQoN0p5Wxl6jo6/edit">https://docs.google.com/document/d/1R7Yj8wbp_vKbyZsBK3uQoN0p5Wxl6jo6/edit</a>  Associations and Stakeholders  <a href="https://docs.google.com/document/d/1AIRpml2CT5BMa3tNhi6fO_RdaKxVZn3T/edit">https://docs.google.com/document/d/1AIRpml2CT5BMa3tNhi6fO_RdaKxVZn3T/edit</a></p>

**ANNEXES**

# ANNEX 1. Trainers' training evaluation: results

## 1.a Attendance

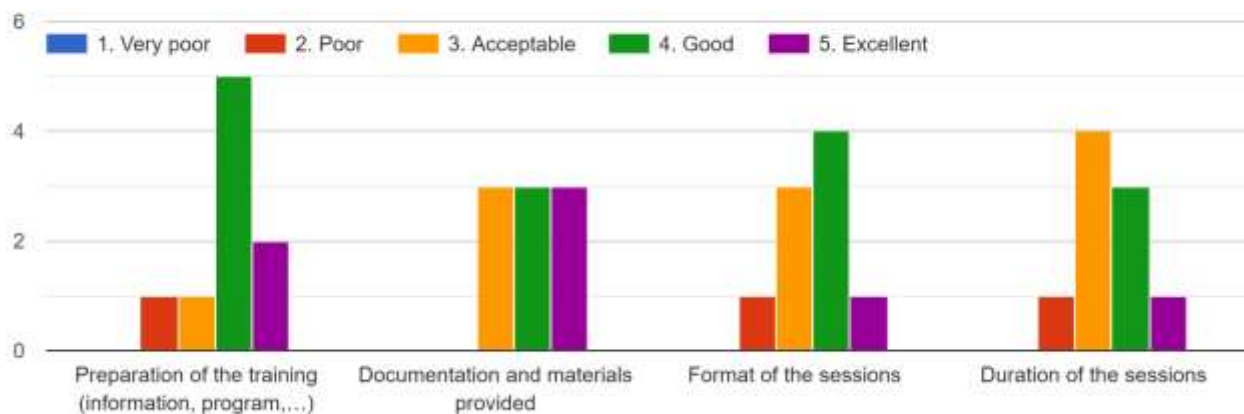
9 risposte



## 1.b Please rate the following general aspects of the training

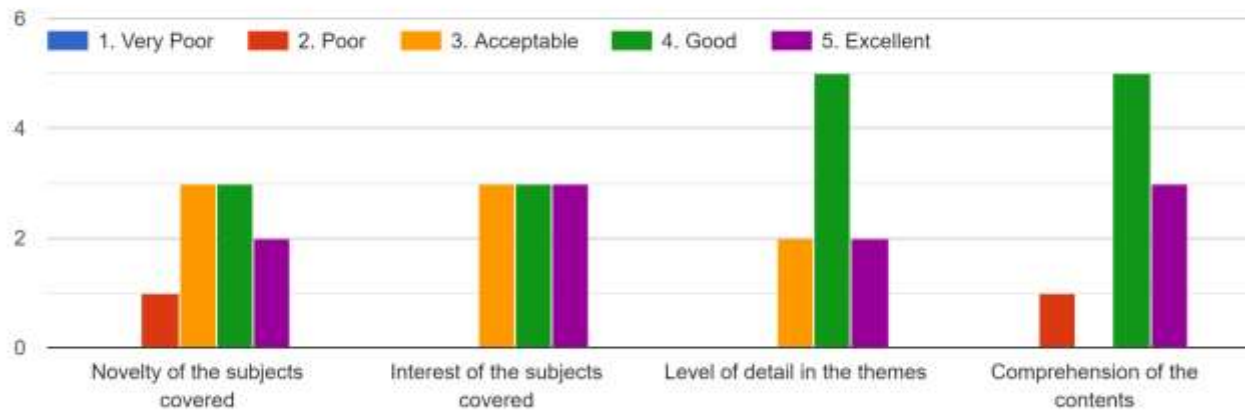


## 1.c Please rate the following organizational aspects of the training

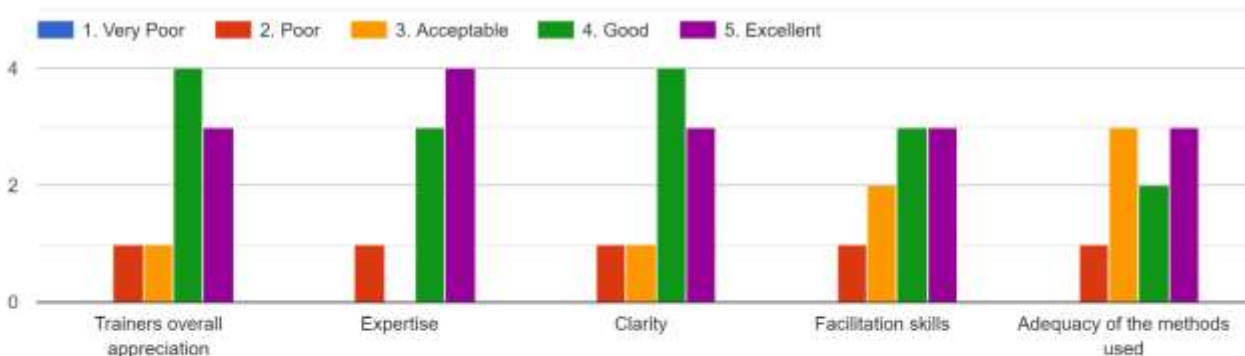




1.d Please rate the following aspects of the contents of the training



1.e Please rate the following aspects of the overall trainers' performances



2. What was your motivation for taking part in this Training Course?

7 answers

- I am going to be dispensing the trainings in France.
- Learning more about people engaged in private sponsorship
- People
- I needed to know more about what was required from me as a trainer.
- I wanted to be part of the training to be able to equip the mentors with the skills for them to be able To support the refugees in their path to integration
- To be good facilitator having good knowledge of the topic as trainer
- The subject of the training



3. What was the best part in the training? Please describe a session or an activity of particular interest and explain why it was of a particular interest.

7 answers

- Exchange with the other organizations about our progress in the implementation was very interesting as it enabled us to share good practices
- Very informative sessions Very interactive
- what is not integration in one word exercise. the session presented by ISCTE
- The session with the testimonials of Réfugié bienvenu was quite interesting as it was more concrete and mentioned the issues they had in the past and how they resolve them.
- I really enjoyed learning about how refugees welcome organizations work and the different problems and issues the different organisations face in each of the partners' countries
- The interactive activities took place in the first session
- Listening to the shared impressions of partners on community engagement

4. What did you learn the most from this training course?

7 answers

- Relevance to the local context is very important
- best practice of developing mentors and and peer to peer activities
- about expectations/migration process: there is an outside process (to have a house; to have driving lesson...) and an internal process (want to become a doctor and its not possible for example). bigger this gap > bigger to reach autonomy
- The curriculum documents were thorough and most of the information I will retain came from that.
- The discussions and the presentations
- How to set expectations about integration procedure
- How to practically apply the training course in Cyprus

25

5. How will you apply the lessons from the training?

6 answers

- I don't know how to answer this question
- provide education
- I'll adapt the curriculum to our context.
- I will incorporate the contents learned into the trainings for the mentors, adapting them to our specific context
- First I will meet the trainees and following I will adjust every suitable knowledge to their courses
- I will share them with locals and refugees in Cyprus

6. Do you have any recommendation or other comments on the training course?  
 (difficulties, suggestions for training improvement, additional remarks and other)

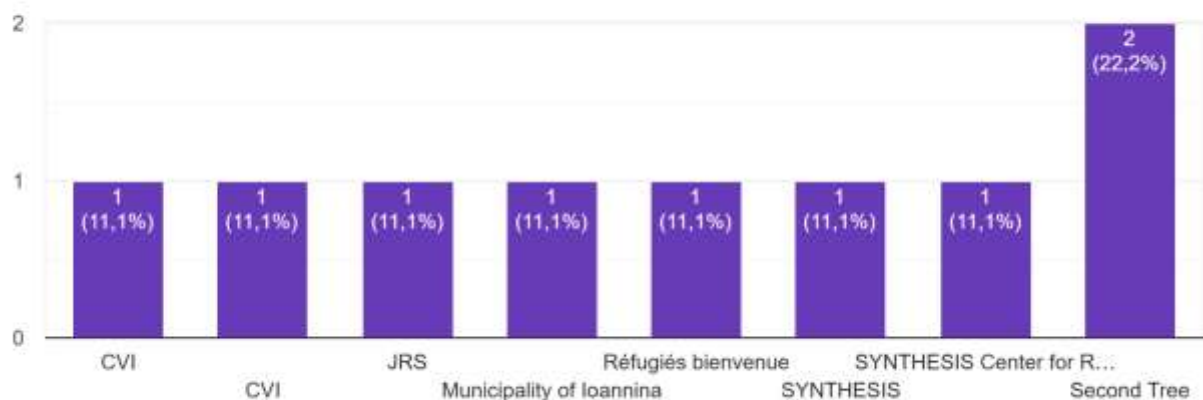
7 answers

- I found it a bit repetitive to go over the training material step by step, as I had already read it thoroughly to start preparing. Maybe the training came a little late, or maybe we could have focused More on teaching techniques, speaking in public, etc. Also, zoom fatigue made it hard to focus to hours of presentation.
- Everything aspect of the training met my expectations
- In general I found it not very dynamic. maybe more exercises, watching videos, discussing concrete cases.
- I would be nice to start the session on time and if the content is covered I think it better to stop it rather than talking about other subject not necessarily linked to the session. Sometimes the trainers were only repeating what was written on the curriculum without adding much more information. The sessions were not very interactive, maybe we could have spend time in smaller group and start thinking about how we would implement the programme to our context in more details, comparing the challenges and solutions of each stakeholders implementing the training. Your evaluation form is a bit biased as you only ask specific question about the "best" parts and not the worst ones, except for this last question.
- No
- I would prefer to be included more experiential/interactive activities and less open discussions.

## 7.Participants

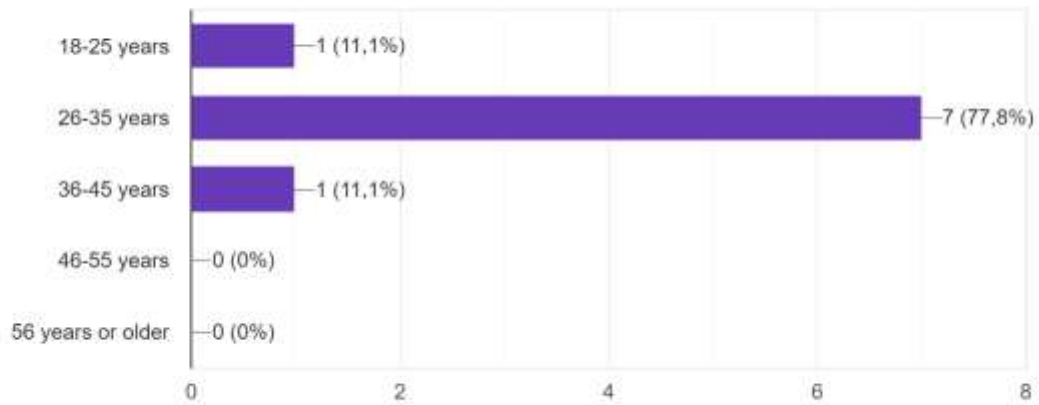
### 7.a Name of the organization through which you are getting the training

9 risposte



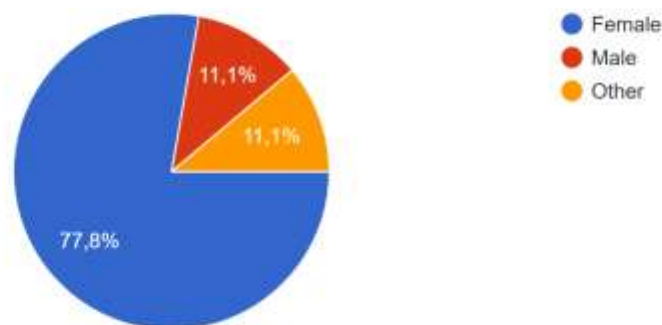
### 7.b Age

9 risposte



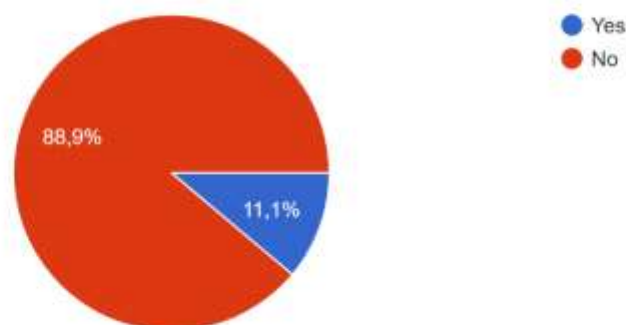
### 7.c Gender

9 risposte



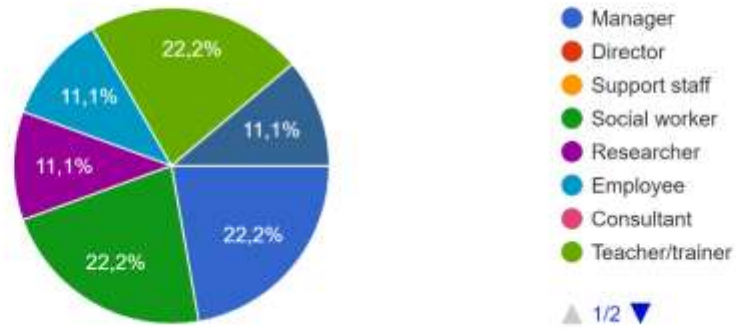
### 7.d Do you belong to a group that faces discrimination on grounds of background, colour or race, nationality, religion, language or ethnicity?

9 risposte



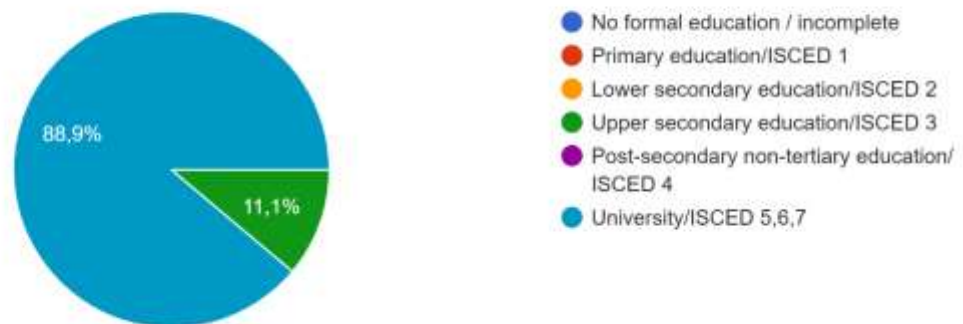
### 7.e Professional profile

9 risposte



### 7.f Education (highest level of education attained)

9 risposte



# ANNEX 2. Evaluation template, first level training

Trainers' training evaluation form

**Trainers' training evaluation form**

This survey aims at collecting information about the organization, structure, and contents of the training course from the trainees' perspective. The results will contribute to monitoring and evaluating the development of the project. Your participation in this survey is completely voluntary and all of your responses are anonymous. Thank you in advance for providing this important feedback.

**\* Required**

**1. Demographics**

**1.A Attendance \***

Mark only one oval.

Attended all training sessions

Attended some training sessions

**1.B Please rate the following general aspects of the training \***

Mark only one oval per row.

	1. Very poor	2. Poor	3. Acceptable	4. Good	5. Excellent
Overall satisfaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training was of benefit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training met my expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training will be helpful for my needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training presented new ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training presented useful skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Trainers' training evaluation form

**1.C Please rate the following organizational aspects of the training \***

Mark only one oval per row.

	1. Very poor	2. Poor	3. Acceptable	4. Good	5. Excellent
Preparation of the training (Information, program, ...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Documentation and materials provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Format of the sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Duration of the sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**1.D Please rate the following aspects of the contents of the training \***

Mark only one oval per row.

	1. Very Poor	2. Poor	3. Acceptable	4. Good	5. Excellent
Novelty of the subjects covered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interest of the subjects covered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of detail in the theories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comprehension of the contents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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1. Please rate the following aspects of the overall trainers' performances

(Please tick the appropriate box)

	1. Very Poor	2. Poor	3. Acceptable	4. Good	5. Excellent
Trainers overall appreciation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expertise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clarity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitation skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequacy of the materials used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. What was your motivation for taking part in this Training Course?

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3. What was the best part in the training? Please describe a session or an activity of particular interest and explain why it was of a particular interest.

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4. What did you learn the most from this training course?

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5. How will you apply the lessons from the training?

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6. Do you have any responses/queries or other comments on the training course? (difficulties, suggestions for training improvement, additional remarks and others)

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**7. Participants**

T.a Name of the organization through which you are getting the training

**T.b Age**

Please select all that apply

- 18-25 years
- 25-35 years
- 35-45 years
- 45-55 years
- 55 years or older

**T.c Gender**

Mark only one oval

- Female
- Male
- Other

T.d Do you belong to a group that faces discrimination on grounds of background, colour or race, nationality, religion, language or ethnicity?

Mark any one oval

- Yes
- No

**T.e Professional profile**

Mark any one

- Manager
- Director
- Support staff
- Social worker
- Researcher
- Employee
- Consultant
- Teacher/lecturer
- Student
- Volunteer/External collaborator
- Other

**T.f Education (highest level of education attained)**

Mark any one

- No formal education / incomplete
- Primary education/ISCED 1
- Lower secondary education/ISCED 2
- Upper secondary education/ISCED 3
- Post-secondary non-tertiary education/ISCED 4
- University/ISCED 5,6,7

**Thank you very much!**

## ANNEX 3. Template WP5\_a



TEMPLATE wp5\_a

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### COLLECTING INFORMATION ABOUT THE SCHEDULED TRAINING PROGRAMMES ADDRESSED TO MENTORS

**Town:**

**Trainees' category:**

**Number of expected trainees:**

**Training programme:**

**For each training session, specify:**

- if it will be held online or in presence;
- if in presence, the place;
- date and hour of starting and end;
- the module and the learning unit(s) that will be developed, with reference to the RaCIP Curriculum

for the relevant trainees' category;

- name and profile of trainers, experts and testimonials:

**Adaptation:**

if any, illustrate the adaptation and changes you have planned in comparison with the "standard" Curriculum, and explain the reasons that make such changes necessary or convenient.

**How did you recruit the trainees?**

**Any other aspect that you want to highlight:**

---



## ANNEX 4. Partners' templates WP5\_a

### CVI - Consorzio Veneto Insieme, IT



TEMPLATE wp5\_a

#### COLLECTING INFORMATION ABOUT THE SCHEDULED TRAINING PROGRAMMES ADDRESSED TO MENTORS

**Town: Padua**

**Trainees' category: Entrepreneurs and mentors to work, Stakeholder network**

**Number of expected trainees: 10 mentors 5 Stakeholders**

**Training programme: For each training session, specify:**

- if it will be held online or in presence; both
- if in presence, the place; Via Cave, Padova
- date and hour of starting and end; from 22<sup>nd</sup> April to 27<sup>th</sup> May 2:30 pm – 17:00 pm
- the module and the learning unit(s) that will be developed, with reference to the RaCIP Curriculum for the relevant trainees' category;

See the annex

- name and profile of trainers, experts and testimonials.

Stefania Bertazzo

Stefano Grigolon

Ndao Sara

Polo Tovar Cielo

Valeria Bertazzo

Roxane Laurence

Emma Zago

Mostra pagina successiva (freccia destra)



**Adaptation:**

if any, illustrate the adaptation and changes you have planned in comparison with the "standard" Curriculum, and explain the reasons that make such changes necessary or convenient.

CV 5 has been changed in the 2nd module: the two units foreseen were united in just one lesson with the specific goal to foresee a space where the organisations involved in the training could share difficulties and strengths of the integration and inclusion pathways and also share tools and good practices to improve their work.

**How did you recruit the trainees?**

Word of mouth, flyers, posts on the Consorzio Veneto Insieme Facebook page

**Any other aspect that you want to highlight:**



**FORMAZIONE DEGLI STAKEHOLDER:  
CURRICULUM 4-MENTORI PER IL LAVORO**

**RACIP**

**ACCREScere LE CAPACITÀ  
DEI SOGGETTI COINVOLTI  
NELL'INCLUSIONE ATTRAVERSO  
LA SPONSORIZZAZIONE PRIVATA**

22 APRILE - 27 MAGGIO 2022

ORE 14.30 - 17.00

VIA DELLE CAVE 11 - PADOVA\*

\*Possibile anche la partecipazione da remoto



Il progetto è finanziato dal Ministero delle Politiche Regionali, del Lavoro e della Previdenza Sociale, attraverso il Fondo Nazionale per la Formazione e lo Sviluppo Professionale, nel quadro del Piano Nazionale di Impiego del Fondo Sociale Europeo.



Mostra pagina successiva (freccia destra)

**CURRICULUM 4**

**MENTORI PER IL LAVORO**

**Unità 1.1 "Rifugiati"**

22 aprile h. 14.30 - 17.00

- Il progetto Racip
- Cosa accade nella realtà: testimonianze
- Q&A, dibattito

**Unità 1.2 "Mentore: motivazione e ruolo"**

29 aprile h. 14.30 - 17.00

- Perché lo facciamo?
- Empatia
- Gestione dello stress
- Q&A, dibattito

**Unità 1.3 "Empowerment"**

13 maggio h. 14.30 - 17.00

- Il concetto di Empowerment
- Indagare i bisogni dei mentees: aspetti legali e sociali
- Indagare le risorse e la risposta del territorio: aspetti legali e sociali
- Q&A, dibattito

**Unità 1.4 "La corsa a ostacoli"**

20 maggio h. 14.30 - 17.00

- Il percorso di riconoscimento della protezione internazionale
- Accesso ai servizi di base
- Q&A, dibattito

**Unità 2.1 "Al lavoro!"**

27 maggio h. 14.30 - 17.00

- Quando il lavoro è straniero: testimonianze
- Hard Skills e Soft Skills
- Q&A, valutazione percorso



Il progetto è finanziato dal Ministero delle Politiche Regionali, del Lavoro e della Previdenza Sociale, attraverso il Fondo Nazionale per la Formazione e lo Sviluppo Professionale, nel quadro del Piano Nazionale di Impiego del Fondo Sociale Europeo.



**FORMAZIONE DEGLI STAKEHOLDER:  
CURRICULUM 5-ASSOCIAZIONI E RETI**

**RACIP**

**ACCREScere LE CAPACITÀ  
DEI SOGGETTI COINVOLTI  
NELL'INCLUSIONE ATTRAVERSO  
LA SPONSORIZZAZIONE PRIVATA**

22 APRILE - 27 MAGGIO 2022

ORE 14.30 - 17.00

VIA DELLE CAVE 11 - PADOVA\*

\*Possibile anche la partecipazione da remoto



Il progetto è finanziato dal Ministero delle Politiche Regionali, del Lavoro e della Previdenza Sociale, attraverso il Fondo Nazionale per la Formazione e lo Sviluppo Professionale, nel quadro del Piano Nazionale di Impiego del Fondo Sociale Europeo.



**CURRICULUM 5**

**ASSOCIAZIONI E RETI**

**Unità 1.1 "Rifugiati"**

22 aprile h. 14.30 - 17.00

- Il progetto Racip
- Cosa accade nella realtà: testimonianze
- Q&A, dibattito

**Unità 1.2 "Mentore: motivazione e ruolo"**

29 aprile h. 14.30 - 17.00

- Perché lo facciamo?
- Empatia
- Gestione dello stress
- Q&A, dibattito

**Unità 1.3 "Empowerment"**

13 maggio h. 14.30 - 17.00

- Il concetto di Empowerment
- Indagare i bisogni dei mentees: aspetti legali e sociali
- Indagare le risorse e la risposta del territorio: aspetti legali e sociali
- Q&A, dibattito

**Unità 1.4 "La corsa a ostacoli"**

20 maggio h. 14.30 - 17.00

- Il percorso di riconoscimento della protezione internazionale
- Accesso ai servizi di base
- Q&A, dibattito

**Unità 2.1 "Creare Rete"**

27 maggio h. 14.30 - 17.00

- Condivisione di buone pratiche e difficoltà nei percorsi di integrazione
- Q&A, valutazione percorso



Il progetto è finanziato dal Ministero delle Politiche Regionali, del Lavoro e della Previdenza Sociale, attraverso il Fondo Nazionale per la Formazione e lo Sviluppo Professionale, nel quadro del Piano Nazionale di Impiego del Fondo Sociale Europeo.





TEMPLATE wp5\_a

### COLLECTING INFORMATION ABOUT THE SCHEDULED TRAINING PROGRAMMES ADDRESSED TO MENTORS

Town: Verona

Trainees' category: University students

Number of expected trainees: 10

Training programme:

- held in presence, at the association Laboratorio Autogestito Paratodos (Corso Venezia 51, Verona 37131), a local association working for the rights of migrants.
- date and hour of starting and end: 22/04/2022 - 03/06/2022
- modules and units to be developed:

#### MODULE 1 Cross-cutting skills

UNIT 1.1 Refugees (22/04/2022)

UNIT 1.2 Being mentor: motivation and role (29/04/2022)

UNIT 1.3 Empowerment (06/05/2022)

UNIT 1.4 The steeplechase (13/05/2022)

#### MODULE 2 Specific skills

UNIT 2.1 Migrations (16/05/2022)

UNIT 2.2 Loquor ergo sum – I think, therefore I am (03/06/2022)

- name and profile of trainers, experts and testimonials

#### MODULE 1

##### UNITE 1.1

- **DICKO GUAYE**: Senegalese, has been working in catering for 15 years. In Senegal with friends he created and managed a school restaurant and a catering business. He worked in a pizzeria for 3 years in Paris and now he has been living in Verona for 5 years.
- **BUSE**: turkish asylum seeker, arrived in verona in october last year.

##### UNITE 1.2

- **MARIA LIVIA ALGA**: PhD in Gender Studies and Anthropology at the Centre d'Etudes féminines et Etudes de genre, Université de Paris8, and the University of Verona. She works on post-exotic ethnography and feminist epistemology from an anti-capitalist perspective, particularly in the fields of migration and social movements.
- **HOUDA ELINASS**: Arab cultural mediator and president of Nissa association (working with foreign women).





- **ALBERTO MODENESE:** Educator at the social cooperative Energie sociali, he works mainly with unaccompanied foreign minors.

#### UNITE 1.3

- **DAVID BOSO:** has a degree in educational sciences and has been working in the social and educational sector for several years. He has collaborated in humanitarian projects and throughout his life has developed skills in the field of theatre arts. He is currently studying the theme of care and reflexivity in the social and educational field.

#### UNITE 1.4

- **GIOVANNI ZARDINI:** activist for LGBTQ rights, president of Pink Refugees association.
- **BEATRICE GIUSTINELLI:** a new psychologist interested in the world of social work, intent on continuing and enriching my experience in the psycho-social and socio-educational sector. Social worker at the women's night nursery school and previously came into contact with the fragile, marginalised and mentally disabled during my university internship.

### MODULE 2

#### UNITE 2.1

- **MARTA BELLINGRERI:** a journalist and independent researcher. She holds an international PhD in Gender Studies in the Middle East. She has lived and travelled throughout the Middle East and North Africa, writing for international media (L'Espresso, Il Venerdì, Sette, The Guardian, Stern, El Pais, BBC, Al-Monitor, The New Arab, Al-Jazeera, Libération, ...) on politics and culture in the Arab world, migration in the Mediterranean and refugees in the Middle East, as well as on gender issues. She is the author of two books: Lampedusa (2013) with the former mayor of Lampedusa, Giusi Nicolini, and "The sun shines all year round in Zarzis" (2014). Bellingreri has also been involved as a researcher and assistant director in the production of films: "On the Bride's Side" (2014), "Shores" (2015), "Isola" (2016) and collaborates regularly with photographer Alessio Mamo, twice winner of the World Press Photo with joint projects, carried out together with Marta in Jordan, Iraq and Syria. She founded in her native Palermo the association diAriA.
- **ROSANNA CIMA:** researcher in general and social pedagogy, expert in theories and methods of cultural and ethnoclinical mediation. Her research topics are: migrant families and accompanying pedagogical devices; the spiritual and religious dimension in migration; training processes in social, educational and

#### UNITE 2.2

- **HOUDA ELINASS**
- **SANDRA FAITH ERABOR:** cultural linguistic mediator, trainer, writer, activist, leader of speech groups for the Edo State area (Nigeria), co-founder of the research laboratory Saperi situati of the Department of Human Sciences - University of Verona.

#### TRAINEES

- **FRANCESCA CARLUCCIO**
- **BEATRICE GIUSTINELLI**



- TERESA BREZZONI
- AGNESE MAZZERO
- ANNA BORTIGNON
- MARTINA TARENTIN
- MARTINA PADOVANI
- VERONICA CUGOLA
- CARLO BEGHELLI
- MALENA SHROEDER

**Adaptation:**

We decided not to talk about training but about sharing experiences. The meetings are face-to-face and all participants are seated in a circle. Experts and testimonials start to speak, immediately widening the discussion, no one teaches anyone, we all learn from everyone.

We decided to split Unite 2.1 in two different units: Unite 2.1 points a,b,c,d and Unite 2.1 point e.

**How did you recruit the trainees?**

I tried at first through official channels: writing to the university and to various associations operating in the Verona area, but this did not work. It was instead word of mouth and direct encounters with young people that made it possible for me to find volunteers.

**Any other aspect that you want to highlight:**

## RWI – Refugees Welcome Italy, IT

<b>Town:</b> online	<b>Trainees' category:</b> Hosting Families  <b>Date and time:</b> 10 may 2022, h 18.00 CET, 2 hours,	<b>Number of expected trainees:</b> 13
the module and the learning unit(s) that will be developed, with reference to the RaCIP Curriculum for the relevant trainees' category;		
MODULE I CROSS-CUTTING SKILLS		
name and profile of trainers, experts and testimonials.		
<p><b>Mariachiara Secco:</b> She has been a volunteer of RW since 2017 in the group located in Turin. For 2 years she has followed the activities related to the matching between refugees and families. From september 2021 she is in charge of the management of the AMIF projects within the association</p> <p><b>Lucia Ciravolo (National Trainer on the Racip project):</b> RWI activist since 2017, today as Referent of the Community Matching Rome project / case worker, legal area trainer and legal worker. She is a legal worker at the Asylum Seekers and Refugees Center (RAR) and an expert in issues related to migration; Responsible for reception facilities and specialised RAR operator.</p>		

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<b>Town:</b> online	<b>Trainees' category:</b> Supporting families  <b>Date and time:</b> 12 may 2022, h 18.00 CET, 2 hours	<b>Number of expected trainees:</b> 14
the module and the learning unit(s) that will be developed, with reference to the RaCIP Curriculum for the relevant trainees' category;		
MODULE I CROSS-CUTTING SKILLS		
name and profile of trainers, experts and testimonials.		
<p><b>Sara Consolato (National Trainer on the Racip project):</b> She deals with communication in the context of the inclusion of refugees and migrants. During her experience as the communication manager of Refugees Welcome Italia, which began in 2016, she managed digital campaigns in the context of national and European projects aimed at promoting family hospitality and the direct mobilization of citizens in favour of migrants/ refugees.</p> <p><b>Laura Bondi:</b> Immigration lawyer, works at the Legal Clinic for Human Rights (CLEDU). RW activist since 2017. She is a trainer for the Italian Refugee Council (CIR), for the Italian Recreational and Cultural Association (ARCI), and legal consultant for the Italian Integration Reception System (SAI).</p>		

**Alice Argento:** lawyer, part of the Legal Clinic for Human Rights (CLEDU), activist of RW since 2017. Trainer for Defense for Children and for the Italian Refugee Council (CIR).

<b>Town:</b> online	<b>Trainees' category:</b> Hosting Families  <b>Date and time:</b> 17 may 2022, h 18.00 CET, 2 hours	<b>Number of expected trainees:</b> 13
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The module and the learning unit(s) that will be developed, with reference to the RaCIP Curriculum for the relevant trainees' category;

MODULE 2- part 1- HOSTING FAMILIES- SPECIFIC COMPETENCIES

"Living together: the pros and cons of everyday life"

STEP 1: "Welcome home": focus group in the presence of 3 welcoming families

STEP 2: "From 8 to 22: home spaces and times": focus group with daily agenda construction

name and profile of trainers, experts and testimonials.

**Laura Bondi:** Immigration lawyer, works at the Legal Clinic for Human Rights (CLEDU). RW activist since 2017. She is a trainer for the Italian Refugee Council (CIR), for the Italian Recreational and Cultural Association (ARCI), and legal consultant for the Italian Integration Reception System (SAI).

**Alice Argento:** lawyer, part of the Legal Clinic for Human Rights (CLEDU), activist of RW since 2017. Trainer for Defense for Children and for the Italian Refugee Council (CIR).

**Lucia Ciravolo (National Trainer on the Racip project):** RWI activist since 2017, today as Referent of the Community Matching Rome project / case worker, legal area trainer and legal worker. She is a legal worker at the Asylum Seekers and Refugees Center (RAR) and an expert in issues related to migration; Responsible for reception facilities and specialized RAR operator.

<b>Town</b> Online	<b>Trainees' category:</b> Supporting families  <b>Date and time:</b> 19 may 2022, h 18.00 CET, 2 hours	<b>Number of expected trainees:</b> 14
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the module and the learning unit(s) that will be developed, with reference to the RaCIP Curriculum for the relevant trainees' category;

MODULE 2 -part 1- Supporting families

"Highlighting values"



<p>STEP 1 – “Same and different... what makes a family a family”.</p> <p>STEP 2 – “The relation parents – children - school”.</p> <p>STEP 3 – “Migrant women” the role of women in family</p>
<p>name and profile of trainers, experts and testimonials.</p>
<p><b>Lucia Ciravolo</b>(National Trainer on the Racip project): RWI activist since 2017, today as Referent of the Community Matching Rome project / case worker, legal area trainer and legal worker. She is a legal worker at the Asylum Seekers and Refugees Center (RAR) and an expert in issues related to migration; Responsible for reception facilities and specialized RAR operator.</p> <p><b>M. Baghlani:</b> Afghan cultural linguistic mediator. He worked for the Italian State Prosecutor's Office, IOM and Frontex</p>

<b>Town</b>	<b>Trainees' category:</b>	<b>Number of expected trainees:</b>
online	Hosting families	13
	<b>Date and time:</b>	
	24 may 2022, h 18.00 CET, 2 hours	

the module and the learning unit(s) that will be developed, with reference to the RaCIP Curriculum for the relevant trainees' category;

MODULE 2- part 2- HOSTING FAMILIES- SPECIFIC COMPETENCIES

- STEP 1: “The world outside: I need...”
- STEP 2: “The world outside: relationships”

<p>name and profile of trainers, experts and testimonials.</p>
<p><b>Lucia Ciravolo</b> (National Trainer on the Racip project):RWI activist since 2017, today as Referent of the Community Matching Rome project / case worker, legal area trainer and legal worker. She is a legal worker at the Asylum Seekers and Refugees Center (RAR) and an expert in issues related to migration; Responsible for reception facilities and specialized RAR operator.</p> <p><b>Barbara Gnisci:</b> RW activist since 2019, she initially dealt with telling the stories of mentors and families. She then applied as a representative of the Ravenna Group from March 2021 to coincide with the start of the Mentoring project. She takes care of the management and supervision of mentor groups and families taking care of the relational side thanks to her experience as a psychologist.</p>

<b>Town</b>	<b>Trainees' category:</b>	<b>Number of expected trainees:</b>
Online	Supporting families	14
	<b>Date and time:</b>	
	26 may 2022, h 18.00 CET, 2 hours	

the module and the learning unit(s) that will be developed, with reference to the RaCIP Curriculum for the relevant trainees' category;
<p>MODULE 2-part 2- SUPPORTING FAMILIES</p> <p>Rights and services”</p> <p>STEP 1 – “Housing”</p> <p>STEP 2 – “Studying”</p> <p>STEP 3- “Healthcare”</p>
name and profile of trainers, experts and testimonials.
<p><b>Sara Consolato:</b>She deals with communication in the context of the inclusion of refugees and migrants. During her experience as the communication manager of Refugees Welcome Italia, which began in 2016, she managed digital campaigns in the context of national and European projects aimed at promoting family hospitality and the direct mobilization of citizens in favor of migrants/ refugees.</p> <p><b>Barbara Gnisci:</b>RW activist since 2019, she initially dealt with telling the stories of mentors and families. She then applied as a representative of the Ravenna Group from March 2021 to coincide with the start of the Mentoring project. She takes care of the management and supervision of mentor groups and families taking care of the relational side thanks to her experience as a psychologist.</p>

Town	Trainees' category:	Number of expected trainees:
Online	<p>13 Hosting Families + 14 Supporting families</p> <p><b>Date and time:</b></p> <p>07 June, 18.00 pm-20.00 pm</p>	27
the module and the learning unit(s) that will be developed, with reference to the RaCIP Curriculum for the relevant trainees' category;		
<p>MODULE 2, PART 1 hosting families</p> <p>STEP 3: “Together we can”: tales of 3 welcoming families</p> <p>MODULE 2, PART 2 hosting families</p> <p>STEP 3: “This is what we did” Three families who have already experienced hospitality relate to the new hosting families.</p> <ul style="list-style-type: none"> <li>• Experience of 1 mentor and 1 Mentee</li> </ul>		
name and profile of trainers, experts and testimonials.		
<p><b>Fabiana Musicco:</b> One of the founders of Refugees Welcome Italia, General Director since January 2019. Passionate about active citizenship and interventions aimed at mobilizing communities, she was one of the founders of Community Organizing Onlus and BEAWARE NOW. She has developed high skills in the</p>		

design, coordination and evaluation of complex interventions in response to social challenges. She has in-depth knowledge of global trends related to the development of new business models of social initiatives.

**Mentorship:**

1.Reem Georgi (Mentee): Syrian refugee from 1980 who arrived in Italy in 2017, lawyer, started match with Dafne on January 26, 2022

Dafne Alastra (Mentor): Italian woman from 1973, lawyer, January 2022.

**Host family with refugee:**

1. Pelagie Kabanga Madilu, from 1989. Asylum holder, she comes from the Congo Democratic Republic and she is a seamstress who is studying.

Welcoming family: Cinzia Caviglia, born in 1960. Nucleus made up of a husband and two grown-up daughters who live abroad. Businesswoman.

2. Wafaa MOUKabil, a political refugee of Moroccan origin (asylum), would like to open a fashion house for Muslim women.

Welcoming family: Giulia Romana Lodolini, from 1971, psychologist. She lives with a 6-year-old daughter.

<p><b>Town:</b> Rome</p> <p>In presence, in the premises of the Association: Città dell’Altra Economia, Largo Dino Frisullo, 00153 Roma RM</p>	<p><b>Trainees’ category:</b></p> <p>13 Hosting Families + 14 Supporting families</p> <p><b>Date and time:</b></p> <p>9 June 2022, hour of starting to be defined</p>	<p><b>Number of expected trainees:</b></p> <p>27</p>
<p>The module and the learning unit(s) that will be developed, with reference to the RaCIP Curriculum for the relevant trainees’ category;</p>		
<p>Learning assessment for Hosting families and Supporting families</p>		
<p>name and profile of trainers, experts and testimonials.</p>		
<p><b>Francesca Debbas:</b> in RWI since 2016, initially as a volunteer, then she took on the coordination role of the Rome group and the Lazio groups.</p> <p><b>Sara Consolato:</b> She deals with communication in the context of the inclusion of refugees and migrants. During her experience as the communication manager of Refugees Welcome Italia, which began in 2016, she managed digital campaigns in the context of national and European projects aimed at promoting family hospitality and the direct mobilization of citizens in favor of migrants/ refugees.</p>		

**Adaptation:**

if any, illustrate the adaptation and changes you have planned in comparison with the “standard” Curriculum, and explain the reasons that make such changes necessary or convenient.

RW already has an extensive experience in the training of welcoming families and mentors, for this reason the first training session, both for hosting and supporting families has been structured to acquire the following learning outcomes:

- approach to the contemporary migration phenomenon
- profile of the migrant
- Motivation, needs and expectations of migrants
- Presentation of RW and the Racip project

In the following learning sessions an attention will be also given to the explanation of the Italian hosting system.

The Racip trainings has been inserted in the national training programme that RW carry on regularly on a monthly basis. For this reason the timeline in which the arguments are treated can not exactly respect the one foreseen by the Racip curricula.

### **How did you recruit the trainees?**

By applying on the RW online platform, followed by profiling and suitability assessment activities.

### **Any other aspect that you want to highlight:**

## Second Tree, GR



SECOND TREE  
wp5\_a

### COLLECTING INFORMATION ABOUT THE SCHEDULED TRAINING PROGRAMMES ADDRESSED TO MENTORS

**Town:** Ioannina

**Trainees' category:** University Students

**Number of expected trainees:** 10

**Training programme:** University Students

**For each training session, specify:** University Students

1. if it will be held online or in presence;

- **Session 1:** In Presence
- **Session 2:** In Presence
- **Session 3:** In Presence
- **Session 4:** In Presence

2. if in presence, the place;

- **Session 1:** Epikairo Restaurant
- **Session 2:** Epikairo Restaurant
- **Session 3:** Epikairo Restaurant
- **Session 4:** Epikairo Restaurant

(\*) Subject to changes depending on availability

3. date and hour of starting and end;

- **Session 1:** Wednesday 11th May 2022, 6:00pm-8:30pm
- **Session 2:** Friday 13th May 2022, 6:00pm-8:30pm
- **Session 3:** Monday 16th May 2022, 11.00am-1:30pm
- **Session 4:** Wednesday 18th May 2022, 11.00am-2:00pm

(\*) Times are subject to changes depending on the trainees' schedules

4. the module and the learning unit(s) that will be developed, with reference to the RaCIP Curriculum for the relevant trainees' category;

- **Session 1:** Cross-Cutting Skills, Unit 1: Refugees & Unit 2: Being Mentor
- **Session 2:** Cross-Cutting Skills, Unit 3: RAP & Unit 4: Refugee needs and resources
- **Session 3:** Specific Skills, Unit 1: Migrations & Unit 2: Language Skills
- **Session 4:** Specific Skills, Unit 3: Rights and Services & Unit 4: Planning Activities & Feedback



#### 5. name and profile of trainers, experts and testimonials.

- **Laeticia Clavien:** Graduate in English and French Literature. Working for Second Tree since November 2021
- **Pedro Martin:** Graduate in Economics with a Master's in International Development. 2 Years of experience working in the private sector (Accounting and Consulting). Working for Second Tree since July 2021.

#### **Adaptation:**

if any, illustrate the adaptation and changes you have planned in comparison with the "standard" Curriculum, and explain the reasons that make such changes necessary or convenient.

In the Cross-cutting skills module, we adapted the last section of Unit 1.2 "Empathy". In this section, we added an explanation of our Refugees Are People (RAP) policy which includes content about empathy among other topics such as trust, fairness, patronization, stereotyping and romanticization.

Furthermore, in Unit 1.3 "Empowerment", we will include a shorter version of the RAP training that all our volunteers receive during their time at Second Tree. The RAP training will confront the trainees with real-life case studies to see how they will behave in certain situations when interacting with refugees.

Lastly, we will add a Unit to the last session in which we will dig deeper into the rights and services that the refugee community is currently lacking and how trainees can help tackle those issues. This unit will be based on Unit 2.2 of the Supporting Local Families curriculum, also adding a more in-depth explanation of the Asylum path.

#### **How did you recruit the trainees?**

Community Outreach, local connections and networks

#### **Any other aspect that you want to highlight:**



SECOND TREE  
wp5\_a

COLLECTING INFORMATION ABOUT THE SCHEDULED TRAINING PROGRAMMES ADDRESSED TO MENTORS

**Town: Ioannina**

**Trainees' category: Supporting Families**

**Number of expected trainees: 10**

**Training programme: Local Families Supporting Refugee Families**

**For each training session, specify:**

1. if it will be held online or in presence;

- **Session 1:** In Presence
- **Session 2:** In Presence
- **Session 3:** In Presence
- **Session 4:** In Presence

2. if in presence, the place;

- **Session 1:** Epikairo Restaurant
- **Session 2:** Epikairo Restaurant
- **Session 3:** Epikairo Restaurant
- **Session 4:** Epikairo Restaurant

(\* Subject to changes depending on availability)

3. date and hour of starting and end;

- **Session 1:** Wednesday 11th May 2022, 6:00pm-8:30pm
- **Session 2:** Friday 13th May 2022, 6:00pm-8:30pm
- **Session 3:** Monday 16th May 2022, 6:00pm-8:30pm
- **Session 4:** Wednesday 18th May 2022, 6:00pm-9:00pm

(\* Times are subject to changes depending on the trainees' schedules)

4. the module and the learning unit(s) that will be developed, with reference to the RaCIP Curriculum

for the relevant trainees' category;

- **Session 1:** Cross-Cutting Skills, Unit 1: Refugees & Unit 2: Being Mentor
- **Session 2:** Cross-Cutting Skills, Unit 3: RAP & Unit 4: Refugee needs and resources
- **Session 3:** Specific Skills, Unit 1: Highlighting Values



- **Session 4:** Specific Skills, Unit 2: Rights and Services & Unit 3: Planning Activities & Feedback

5. name and profile of trainers, experts and testimonials.

- **Laetitia Clavien:** Graduate in English and French Literature. Working for Second Tree since November 2021
- **Pedro Martin:** Graduate in Economics with a Master's in International Development. 2 Years of experience working in the private sector (Accounting and Consulting). Working for Second Tree since July 2021.

**Adaptation:**

if any, illustrate the adaptation and changes you have planned in comparison with the "standard" Curriculum, and explain the reasons that make such changes necessary or convenient.

In the Cross-cutting skills module, we adapted the last section of Unit 1.2 "Empathy". In this section, we added an explanation of our Refugees Are People (RAP) policy which includes content about empathy among other topics such as trust, fairness, patronization, stereotyping and romanticization.

Furthermore, in Unit 1.3 "Empowerment", we will include a shorter version of the RAP training that all our volunteers receive during their time at Second Tree. The RAP training will confront the trainees with real-life case studies to see how they will behave in certain situations when interacting with refugees.

**How did you recruit the trainees?**

Community Outreach, local connections and networks.

**Any other aspect that you want to highlight:**





Moi wp5\_a

### COLLECTING INFORMATION ABOUT THE SCHEDULED TRAINING PROGRAMMES ADDRESSED TO MENTORS

Town: Ioannina

Trainees' category: Stakeholders

Number of expected trainees: 20

Training programme: Stakeholders

For each training session, specify: Stakeholders

1. if it will be held online or in presence;

- Session 1: In Presence
- Session 2: In Presence
- Session 3: In Presence
- 

2. if in presence, the place;

- Session 1: Multicultural Center "D.Chantzis"
- Session 2: Multicultural Center "D.Chantzis"
- Session 3: Multicultural Center "D.Chantzis"

(\*) Subject to changes depending on availability

3. date and hour of starting and end;

- Session 1: Thursday May 26<sup>th</sup>, 2022, 4pm-9pm
- Session 2: Friday May 27<sup>th</sup>, 2022, 4pm-9pm
- Session 3: Saturday May 28<sup>th</sup>, 2022, 9am- 3 pm

(\*) Times are subject to changes depending on the trainees' schedules

4. The module and the learning unit(s) that will be developed, with reference to the RaCIP Curriculum for the relevant trainees' category;

- Session 1 :
  1. Presentation of RACIP Program and the educational program – trainees' presentation in pairs
  2. Refugees (brainstorming)
  3. People – 2 guests, 1 refugee and 1 migrant
  4. Mentor – (brainstorming)
  5. In practice - 2 mentors-guests (1 in person and 1 online) – presentation of other mentoring programs
  6. Empathy – (automatic writing)



- **Session 2 :**
  1. Empowerment (brainstorming)
  2. Needs and resources
  3. Networks (working groups)
  4. Legal framework (asylum procedures, etc.) – 1 lawyer as a guest-expert
  
- **Session 3 :**
  1. About us – presentation of the organizations
  2. All the other (working groups)
  3. 2 case of success stories (guests – online and in vivo)
  4. Inside the group (working groups)
  5. One to many (2 scenarios-role playing)
  6. Many to one (working groups / organizations – scenario-role playing for first meeting)

#### 5. Name and profile of trainers, experts and testimonials.

- **TRAINERS:**

- **Kalliopi Mytilinaiou:** Bachelor in Early Childhood Pedagogy and currently studying in an intersectoral Master Course for Environmental Sciences and Education for Sustainable Development. Experienced in Non-formal Education and Animation since 2014. Working in the Non-Formal Education sector in refugee camps since 2017 as NGO worker planning and executing educational services for children and adults (Terre des Hommes Hellas, ARSIS-Association of the Social Support and currently in Arbeiter Samariter Bund-ASB Greece)

- **Eleftheria Tsitou:** Graduate in Philosophy, Education and Psychology with a Master's in Education and Psychology and Systemic-Family Therapy. Certified Adult Trainer. Experienced in Counselling and Psychotherapy and Team coordination. Working for ARSIS-Association for the Social Support of Youth since June 2016.

- **EXPERTS:**

Olga Lagka, Msc, Lawyer, Experienced in legal counselling for refugees, asylum seekers and migrants in many organizations (GCR, ARSIS, IOM)

- **TESTIMONIALS:**

Christos Chamamtzis – Mentor in Right After Care

Mairy Kairidi – Mentor in Re-Generations



Khalid-Mehmood Gill – Migrant

Shirazi Sayed Yousaf Hussain – Refugee

Michel Tshitenge Mubengayi – Case of success story

Ηλίας Μπρεμμάνα – Case of success story

**Adaptation:**

if any, illustrate the adaptation and changes you have planned in comparison with the "standard" Curriculum, and explain the reasons that make such changes necessary or convenient.

We implement all the sessions through experiential learning and we try to adapt all the hours depending on the needs of the trainees.

**How did you recruit the trainees?**

Reaching out the Mol's Urban Working Group and collaborating NGO's through email and direct calls.

**Any other aspect that you want to highlight:**

## Réfugiés Bienvenus, FR



TEMPLATE wp5\_a

### COLLECTING INFORMATION ABOUT THE SCHEDULED TRAINING PROGRAMMES ADDRESSED TO MENTORS

**Town: Paris**

**Trainees' category: Students**

**Number of expected trainees: 10**

**Training programme:**

**For each training session, specify:**

The program will be held in presence in a reserved room at 24 Quai d'Austerlitz, 75013. It runs on Saturday, May 14<sup>th</sup> or Wednesday May 18<sup>th</sup> from 1 PM to 6:30 PM, Sunday May 15<sup>th</sup> or Thursday May 19<sup>th</sup> from 1 PM to 6:30 PM, and Friday May 20<sup>th</sup> from 10 AM to 3 PM

On the 14<sup>th</sup> and 18<sup>th</sup> we will develop module 1, units 1.1 and 1.2; on the 15<sup>th</sup> and 19<sup>th</sup> we will develop module 1, units 1.3 and 1.4, and on the 20<sup>th</sup> we will develop module 2, units 2.1 and 2.2.

**Trainers:**

Anjali Claes, head of housing at Réfugiés Bienvenus, sociologist specialized in migration

Nidhusha Satheeswaran, Raciop project assistant, in final year of political science Masters specialised in humanitarian action at Université Paris Nanterre

**Experts:**

Farah Loquès, lawyer with the Paris barrister specializing in immigration and asylum law for ten years (May 19<sup>th</sup> session)

Barbara Allix, lawyer specialized in immigration law, having worked with Anafé, a group defending migrant rights in border retention, and at the France-Italy border with local groups (May 15<sup>th</sup> session)

Paul Wat, social worker with Réfugiés Bienvenus since 2021, worked in public housing center for asylum seekers



TEMPLATE wp5\_a

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### COLLECTING INFORMATION ABOUT THE SCHEDULED TRAINING PROGRAMMES ADDRESSED TO MENTORS

Manon Derue, sociologist, currently head of research at the Samusocial of Paris, who handles all emergency housing for vulnerable people.

Martina Vignoli, doctoral student in geography specialized in European migration at the Université Polytechnique des Hauts de France

Delphine Péan, director of pedagogy at the Ecole Tot, civil society organization providing French curriculum to new migrants with low levels of education

Armando Cote, clinical psychologist at the Centre Primo Levi, renowned center for psychological post trauma care for migrants. (May 14<sup>th</sup> session)

Maude Fouchard, psychologist working with Parcours d'Exil, capSYS, and ETAPE, all organizations specializing in psychological support for migrants (May 18<sup>th</sup> session)

Testimonials:

Mariama Bah, refugee who was hosted by Réfugiés Bienvenue and who today works and lives on her own

Wasil Ahmadi, refugee who was hosted by Réfugiés Bienvenue, who today studies and lives on his own

Emile Le Menn, president of Réfugiés Bienvenue and volunteer with many organisations helping refugees and migrants since 2014.

Kieu Van Le, volunteer with Réfugiés Bienvenue working with refugees and migrants since 2019.



TEMPLATE wp5\_a

COLLECTING INFORMATION ABOUT THE SCHEDULED TRAINING PROGRAMMES ADDRESSED TO MENTORS

**Town: Paris**

**Trainees' category: Stakeholders and networks**

**Number of expected trainees: 7**

**Training programme:**

**For each training session, specify:**

The program will be held in presence in a reserved room at 24 Quai d'Austerlitz, 75013. It runs on Saturday, May 14<sup>th</sup> or Wednesday May 18<sup>th</sup> from 1 PM to 6:30 PM, Sunday May 15<sup>th</sup> or Thursday May 19<sup>th</sup> from 1 PM to 6:30 PM, and Monday May 16<sup>th</sup> from 10 AM to 5 PM

On the 14<sup>th</sup> and 18<sup>th</sup> we will develop module 1, units 1.1 and 1.2; on the 15<sup>th</sup> and 19<sup>th</sup> we will develop module 1, units 1.3 and 1.4, and on the 16<sup>th</sup> we will develop module 2, units 2.1 and 2.2.

Trainers:

Anjali Claes, head of housing at Réfugiés Bienvenue, sociologist specialized in migration

Nidhusha Satheeswaran, Racia project assistant, in final year of political science Masters specialised in humanitarian action at Université Paris Nanterre

Experts:

Farah Loquès, lawyer with the Paris barrister specializing in immigration and asylum law for ten years (May 19<sup>th</sup> session)

Barbara Alix, lawyer specialized in immigration law, having worked with Anafé, a group defending migrant rights in border retention, and at the France-Italy border with local groups (May 15<sup>th</sup> session)

Paul Wat, social worker with Réfugiés Bienvenue since 2021, worked in public housing center for asylum seekers



TEMPLATE wp5\_a

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**COLLECTING INFORMATION ABOUT THE SCHEDULED TRAINING PROGRAMMES ADDRESSED TO MENTORS**

Armando Cote, clinical psychologist at the Centre Primo Levi, renowned center for psychological post trauma care for migrants. (May 14<sup>th</sup> session)

Maude Fouchard, psychologist working with Parcours d'Exil, capSYS, and ETAPE, all organizations specializing in psychological support for migrants (May 18<sup>th</sup> session)

Testimonials:

Mariama Bah, refugee who was hosted by Réfugiés Bienvenue and who today works and lives on her own

Wasil Ahmadi, refugee who was hosted by Réfugiés Bienvenue, who today studies and lives on his own

Emile Le Menn, president of Réfugiés Bienvenue and volunteer with many organisations helping refugees and migrants since 2014.

Kieu Van Le, volunteer with Réfugiés Bienvenue working with refugees and migrants since 2019.





TEMPLATE wp5\_a

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**COLLECTING INFORMATION ABOUT THE SCHEDULED TRAINING PROGRAMMES ADDRESSED TO MENTORS**

**Town: Paris**

**Trainees' category: Hosting families**

**Number of expected trainees: 5**

**Training programme:**

**For each training session, specify:**

The program will be held in presence in a reserved room at 24 Quai d'Austerlitz, 75013, as well as via zoom for 2 participants. It runs on Saturday, May 14<sup>th</sup> or Wednesday May 18<sup>th</sup> from 1 PM to 6:30 PM, Sunday May 15<sup>th</sup> or Thursday May 19<sup>th</sup> from 1 PM to 6:30 PM, and Saturday May 21<sup>st</sup> from 10 AM to 5 PM

On the 14<sup>th</sup> and 18<sup>th</sup> we will develop module 1, units 1.1 and 1.2; on the 15<sup>th</sup> and 19<sup>th</sup> we will develop module 1, units 1.3 and 1.4, and on the 21<sup>st</sup> we will develop module 2, units 2.1 and 2.2.

**Trainers:**

Anjali Claes, head of housing at Réfugiés Bienvenue, sociologist specialized in migration

Nidhusha Satheeswaran, Racio project assistant, in final year of political science Masters specialised in humanitarian action at Université Paris Nanterre

**Experts:**

Farah Loquès, lawyer with the Paris barrister specializing in immigration and asylum law for ten years (May 19<sup>th</sup> session)

Barbara Alix, lawyer specialized in immigration law, having worked with Anafé, a group defending migrant rights in border retention, and at the France-Italy border with local groups (May 15<sup>th</sup> session)

Paul Wat, social worker with Réfugiés Bienvenue since 2021, worked in public housing center for asylum seekers





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**COLLECTING INFORMATION ABOUT THE SCHEDULED TRAINING PROGRAMMES ADDRESSED TO MENTORS**

Armando Cote, clinical psychologist at the Centre Primo Levi, renowned center for psychological post trauma care for migrants. (May 14<sup>th</sup> session)

Maude Fouchard, psychologist working with ~~Parcours d'Exil~~, ~~capSYS~~, and ~~ETAPE~~, all organizations specializing in psychological support for migrants (May 18<sup>th</sup> session)

Testimonials:

Caroline and Michel ~~Chevance~~, Sylvie Le ~~Menn~~, ~~Korenin~~ and Michael Ben ~~Hammouda~~, all hosted migrants for several years.

Mariama Bah, refugee who was hosted by ~~Réfugiés Bienvenue~~ and who today works and lives on her own

Wasil ~~Ahmadi~~, refugee who was hosted by ~~Réfugiés Bienvenue~~, who today studies and lives on his own

Emile Le ~~Menn~~, president of ~~Réfugiés Bienvenue~~ and volunteer with many organisations helping refugees and migrants since 2014.

Kieu Van Le, volunteer with ~~Réfugiés Bienvenue~~ working with refugees and migrants since 2019.

## SYNTHESIS CENTER, CY



TEMPLATE wp5\_a

### COLLECTING INFORMATION ABOUT THE SCHEDULED TRAINING

**Town:** Nicosia, Cyprus

**Trainees' category:** University students

**Number of expected trainees:** 10

**Training programme:**

**For each training session, specify:**

- if it will be held online or in presence; **In presence**
- if in presence, the place; **HUB Nicosia (Taamatachi Poulou 33, 1101, Nicosia)**
- date and hour of starting and end; **21/05 (10:30-16:00) and 23/05 (10-13:00 or 14:00-17:00)**
- the module and the learning unit(s) that will be developed, with reference to the **RaCIP Curriculum for the relevant trainees' category;**

**We are currently working on formulating the agenda. Our aim is to include all learning units and modules.**

- name and profile of trainers, experts and testimonials.

**Trainers:** Irene Kamba, Maria Savvides (Adult educators)

**Experts and testimonials:** Dr Stefanos Spanas (Expert in migration history)

**Adaptation:**

if any, illustrate the adaptation and changes you have planned in comparison with the "standard" Curriculum, and explain the reasons that make such changes necessary or convenient.

**How did you recruit the trainees?**

Social media posts, outreach calls, personal contacts, email invitations, flyers creation and circulation, recruitment campaign

**Any other aspect that you want to highlight:**

We will also offer the option to participate in the training online.



**Town:** Nicosia, Cyprus

**COLLECTING INFORMATION ABOUT THE SCHEDULED TRAINING PROGRAMMES ADDRESSED TO MENTORS**

**Trainees' category:** (Social) enterprises

**Number of expected trainees:** 5

**Training programme:**

**For each training session, specify:**

- if it will be held online or in presence; **In presence**
- if in presence, the place; **HUB Nicosia (Taamatachi Poulou 33, 1101, Nicosia)**
- date and hour of starting and end;

**Saturday, 21/05/2022 10:30 – 16:00:**

**Friday, 03/06/2022 17:30 – 20:00**

- the module and the learning unit(s) that will be developed, with reference to the **RaCIP Curriculum for the relevant trainees' category;**

**We are currently working on formulating the agenda. Our aim is to include all learning units and modules.**

- name and profile of trainers, experts and testimonials.

**Trainers:** Irene Kamba, Maria Savides (Adult educators)

**Experts and testimonials:** Dr Stefanos Spanos (Expert in migration history)

**Adaptation:**

if any, illustrate the adaptation and changes you have planned in comparison with the "standard" Curriculum, and explain the reasons that make such changes necessary or convenient.

**How did you recruit the trainees?**

**Social media posts, outreach calls, personal contacts, email invitations, flyers creation and circulation, recruitment campaign**

**Any other aspect that you want to highlight:**

**We will also offer the option to participate in the training online.**



TEMPLATE wp5\_a

**Town:** Nicosia, Cyprus      **COLLECTING INFORMATION ABOUT THE SCHEDULED TRAINING PROGRAMMES ADDRESSED TO MENTORS**

**Trainees' category:** Associations or stakeholders

**Number of expected trainees:** 10

**Training programme:**

**For each training session, specify:**

- if it will be held online or in presence; **In presence**
- if in presence, the place; **HUB Nicosia (Tagmatarchi Poulou 33, 1101, Nicosia)**
- date and hour of starting and end;

**Tuesday, 17/05/2022 10:00 – 13:00 or 14:00 – 17:00**

**Saturday, 21/05/2022 10:30 – 16:00 ;**

- the module and the learning unit(s) that will be developed, with reference to the **RaCIP Curriculum** for the relevant trainees' category;

**We are currently working on formulating the agenda. Our aim is to include all learning units and modules.**

- name and profile of trainers, experts and testimonials.

**Trainers:** Irene Kamba, Maria Savvides (Adult educators)

**Experts and testimonials:** Dr Stefanos Spanas (Expert in migration history)

**Adaptation:**

if any, illustrate the adaptation and changes you have planned in comparison with the "standard" Curriculum, and explain the reasons that make such changes necessary or convenient.

**How did you recruit the trainees?**

**Social media posts, outreach calls, personal contacts, email invitations, flyers creation and circulation, recruitment campaign**

**Any other aspect that you want to highlight:**

**We will also offer the option to participate in the training online.**





**Town:** Nicosia, Cyprus **COLLECTING INFORMATION ABOUT THE SCHEDULED TRAINING PROGRAMMES ADDRESSED TO MENTORS**

**Trainees' category:** Individuals or families

**Number of expected trainees:** 10

**Training programme:**

**For each training session, specify:**

- if it will be held online or in presence; **In presence**
- if in presence, the place; **HUB Nicosia (Taamatachi Pouliou 33, 1101, Nicosia)**
- date and hour of starting and end;

**Thursday, 19/05/2022 15:00 -18:00 or 16:00-19:00 or 17:00-20:00**

**Saturday, 21/05/2022 10:30 – 16:00:**

- the module and the learning unit(s) that will be developed, with reference to the **RaCIP Curriculum for the relevant trainees' category;**

**We are currently working on formulating the agenda. Our aim is to include all learning units and modules.**

- name and profile of trainers, experts and testimonials.

**Trainers:** Irene Kamba, Maria Savvides (Adult educators)

**Experts and testimonials:** Dr Stefanos Spanas (Expert in migration history)

**Adaptation:**

if any, illustrate the adaptation and changes you have planned in comparison with the "standard" Curriculum, and explain the reasons that make such changes necessary or convenient.

**How did you recruit the trainees?**

**Social media posts, outreach calls, personal contacts, email invitations, flyers creation and circulation, recruitment campaign**

**Any other aspect that you want to highlight:**

**We will also offer the option to participate in the training online.**



## ANNEX 6. Evaluation questionnaire, second level training



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



# RACIP

## Mentors and Sponsors' Training Evaluation form

This survey aims at collecting information about the Mentors and Sponsors' Training from the trainees' perspective. You are asked to rate the organization, structure, development and contents of the course, as well as to assess its usefulness, relevance and impact. We recommend to fill it in carefully, providing also answers to the open questions, which are particularly important for the training evaluation.

Your participation in this survey is completely voluntary and all of your responses are anonymous. Thank you in advance for providing this important feedback.

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### 1. OVERALL ASSESSMENT

#### 1.a Attendance

- Attended all training sessions
- Attended some training sessions

#### 1.b GENERAL ASPECTS

Please rate the following general aspects of the training

	1. Very poor	2. Poor	2. Accep table	3. Good	4. Excell ent
Training was of benefit					
Training met my expectations					
The training will be helpful for my mentoring experience					
Training presented new ideas					
Training presented useful competencies					
Overall satisfaction					

### 1.c ORGANISATION

Please rate the following organizational aspects of the training

	1. Very poor	2. Poor	3. Accept able	4. Good	5. Excell ent
Preparation of the training (information, program,...)					
Documentation and materials provided					
Format of the sessions					
Duration of the sessions					
Overall organisation					

### 1.d CONTENTS

Please rate the following aspects of the training contents

	1. Very poor	2. Poor	3. Accept able	4. Good	5. Excell ent
Novelty of the subjects covered					
Interest of the subjects covered					
Level of detail in the treatment of the themes					
Comprehension of the contents					
Didactic materials provided					

### 1.e TRAINERS' CAPABILITY

Please rate the following aspects of the overall trainers' performances

	1. Very poor	2. Poor	3. Accept able	4. Good	5. Excell ent
Expertise					
Clarity					
Facilitation skills					
Adequacy of the methods used					
Flexibility and responsiveness to individual training needs					
Support given during the training					



Capacity in fostering interaction and exchange among participants					
Overall appreciation of the trainers					

**1.f PERSONAL IMPROVEMENT**

Please rate the following aspects of your improvement

	1. Very poor	2. Poor	3. Accept able	4. Good	5. Excell ent
Training has improved my awareness					
Training has improved my knowledge (Information)					
Training has improved my know how (skills)					
Training has improved my being (attitude)					
Training answered my doubts and uncertainties					

**2. What was for you the best part in the training? Please describe a session or an activity of particular interest and explain why it was of a particular interest.**

.....  
 .....  
 .....

**3. What did you learn the most from this training course?**

.....  
 .....  
 .....

**4. How will you apply the lessons from the training in your mentorship/sponsorship?**

.....  
 .....  
 .....

**5. Do you have any recommendation or other comments on the training course? (difficulties, suggestions for training improvement, additional remarks and other)**

.....  
 .....  
 .....

**6. How will you apply the lessons from the training in your mentorship/sponsorship?**

.....  
 .....  
 .....

**7. Your training experience in a sentence**

.....  
 .....  
 .....

**8. OVERALL IMPACT**

	1. Very poor	2. Poor	3. Accept able	4. Good	5. Excell ent
How would you rate your increased knowledge on Private Sponsorship?					
How would you rate your increased knowledge about refugees' integration?					
How would you rate your increased understanding of the key concepts of interculturality, empathy, empowerment?					
How would you rate your increased awareness of the attitudes to be adopted or avoided for an effective mentoring?					

**Comments**

.....  
 .....

**9. PARTICIPANTS - Motivation**

**9.a Previous involvement in migrants' mentoring and sponsorship**

- Yes
- No

**If yes, please provide a brief qualitative description of the type of involvement and the main activities carried out**

.....  
 .....  
 .....

**9.b. What was your personal motivation for becoming mentor/sponsor?**

.....  
.....  
.....

**10. PARTICIPANTS -Socio demographic profile**

**10.a Name of the organization through which you are getting the training**

.....

**10.b What group do you belong to?**

- Target group 2: Mentors
- Target group 3: Families
- Target group 4: Students
- Target group 5: Volunteers (other than mentors, families, and students)
- Target group 6: Staff members (Resettlement staff, social workers, and other professionals)
- Target group 7: Organisations (Civil Society Organisations, Social entrepreneurs, other)

**10.c Age:**

- 18-25 years
- 26-35 years
- 36-45 years
- 46-55 years
- 56 years or older

**10.d Gender**

- Female
- Male
- Other

**10.e Ethnic and migration background**

Do you belong to a group that faces discrimination on grounds of background, colour or race, nationality, religion, language or ethnicity?

- Yes
- No

**10.f Professional situation**

- Employed
- Unemployed

**1.e Professional profile**

- Manager
- Director
- Support staff
- Social worker
- Researcher
- Employee
- Consultant

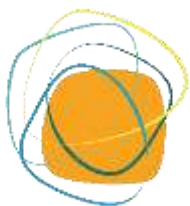
- Teacher/trainer
- Student
- Volunteer
- External collaborator
- Other.....

**1.f Education (highest level of education attained)**

- No formal education / incomplete
- Primary education/ISCED 1
- Lower secondary education/ISCED 2
- Upper secondary education/ISCED 3
- Post-secondary non-tertiary education/ISCED 4
- University/ISCED 5,6,7

**Thank you very much!**

## ANNEX 7. Template WP5\_b



Co-funded by the  
Erasmus+ Programme  
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# RACIP

## TEMPLATE wp5\_b

### Collecting information about the training programmes addressed to mentors and sponsors

**This template must be filled in by the group of "National Trainers" who planned, directed and facilitated the course.**

After being completed, it must be uploaded in the project drive **by June 30, 2022.**

[https://drive.google.com/drive/u/0/folders/1WhMa-E5kEQXepkG2RxklYky\\_t3C4TeM](https://drive.google.com/drive/u/0/folders/1WhMa-E5kEQXepkG2RxklYky_t3C4TeM)

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#### General data and participation

Town:

Trainees' category:

Number of recruited trainees (at the beginning of the training programme)

Number of trainees who have participated to

Session 1	
Session 2	
Session 3	
Session 4	
Session 5	
Session 6	
Add sessions if necessary	

Trainees' age

age	Number of participants
18 to 25 years	
26 to 35 years	
36 to 45 years	

<b>46 to 55 years</b>	
<b>56 years or older</b>	

### Trainees' background

	<b>Number</b>
<b>Trainees belonging to a group</b> that faces discrimination on grounds of background, colour or race, nationality, religion, language or ethnicity	
<b>Trainees who do not belong to a group</b> that faces discrimination on grounds of background, colour or race, nationality, religion, language or ethnicity	

### Trainees' professional profile

	<b>number</b>
<input type="checkbox"/> Manager	
<input type="checkbox"/> Director	
<input type="checkbox"/> Support staff	
<input type="checkbox"/> Social worker	
<input type="checkbox"/> Researcher	
<input type="checkbox"/> Employee	
<input type="checkbox"/> Consultant	
<input type="checkbox"/> Teacher/trainer	
<input type="checkbox"/> Student	
<input type="checkbox"/> Volunteer	
<input type="checkbox"/> External collaborator	
<input type="checkbox"/> Other: _____	

### Trainees' Education (highest level of education attained)

	<b>number</b>
<input type="checkbox"/> No formal education / incomplete	
<input type="checkbox"/> Primary education/ISCED 1	
<input type="checkbox"/> Lower secondary education/ISCED 2	
<input type="checkbox"/> Upper secondary education/ISCED 3	
<input type="checkbox"/> Post-secondary non-tertiary education/ISCED 4	
<input type="checkbox"/> University/ISCED 5,6,7	

### Changes of the training programme

Have there been any changes to the planned programme (outlined in template wp5\_a)?

If so, which ones?

### Evaluation of the training programme

### **1. Collective reasoning**

At the end of the training programme, did you collect feedback from the trainees **through a collective discussion**? If yes, please summarise what emerged from this discussion.

In particular, we are interested in knowing:

- the level of satisfaction of the trainees, their appreciations and criticisms (on the course content, methodology used, logistical and organisational aspects, etc.);
- whether and why the trainees feel they have acquired knowledge and skills useful for their subsequent engagement as mentors for migrants.

### **2. Individual survey**

At the end of the training programme, did you collect feedback from the trainees **through the individual questionnaire**? If yes, please summarise what emerged. If you have used the standard questionnaire, report the number of answers obtained for each item to questions 1.a, 1.b, 1.c, 1.d, 1.e, 1f, and 8. Then summarise the answers obtained by all trainees to questions 2 to 7 and 9.

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### **3. Learning assessment**

**Did you carry out an evaluation of the trainees' learning? If yes, how?**

**In your view, did the group of learners actually acquire useful skills for the mentoring of migrants? Why and to what extent?**

**In relation to the skills acquired, were there significant differences between learner and learner, or was learning fairly homogeneous?**

### **4. Evaluation by the experts and testimonials**

**What feedback did you collect from the experts and testimonials regarding the different aspects of the course (quality of the programme, motivation of the learners, etc.)?**

## ANNEX 8. Partners' templates WP5 b

**CVI - Consorzio Veneto Insieme, IT**



Co-funded by the  
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# RACIP

TEMPLATE wp5 b

**Collecting information about the training programmes  
addressed to mentors and sponsors**

**This template must be filled in by the group of "National Trainers" who planned, directed and facilitated the course.**

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After being completed, it must be uploaded in the project drive **by June 30, 2022.**

[https://drive.google.com/drive/u/0/folders/1WhMa-E5kEQXepkG2RxklYky\\_t3C4TeM](https://drive.google.com/drive/u/0/folders/1WhMa-E5kEQXepkG2RxklYky_t3C4TeM)

### General data and participation

**Town: Padua**

**Trainees' category:**

- a) Mentors to Work;
- b) Associations & Stakeholder

**Number of recruited trainees (at the beginning of the training programme)**

- a) 6
- b) 6 (1 Solidalia, 2 Eleison, 1 Popoli Insieme, 2 Il Villaggio Globale)

**Number of trainees who have participated to**

Session 1	a. 6 b. 6
Session 2	a. 5 b. 6
Session 3	a. 5 b. 6



<b>Session 4</b>	<b>a. 5</b> <b>b. 5</b>
<b>Session 5</b>	<b>a. 5</b>
<b>Session 6</b>	<b>b. 5</b>
<b>Add sessions if necessary</b>	

### **Trainees' age**

<b>age</b>	<b>Number of participants</b>
<b>18 to 25 years</b>	<b>1</b>
<b>26 to 35 years</b>	<b>7</b>
<b>36 to 45 years</b>	<b>2</b>
<b>46 to 55 years</b>	<b>2</b>
<b>56 years or older</b>	

### **Trainees' background**

	<b>Number</b>
<b>Trainees belonging to a group*</b> that faces discrimination on grounds of background, colour or race, nationality, religion, language or ethnicity	<b>9</b>
<b>Trainees who do not belong to a group</b> that faces discrimination on grounds of background, colour or race, nationality, religion, language or ethnicity	<b>3</b>

\*it has been made reference to vulnerable groups: women, migrants, disable persons, national and or religious minorities, etc.

### **Trainees' professional profile**

	<b>number</b>
<input type="checkbox"/> Manager	1
<input type="checkbox"/> Director	2
<input type="checkbox"/> Support staff	
<input type="checkbox"/> Social worker	1
<input type="checkbox"/> Researcher	
<input type="checkbox"/> Employee	8
<input type="checkbox"/> Consultant	
<input type="checkbox"/> Teacher/trainer	
<input type="checkbox"/> Student	
<input type="checkbox"/> Volunteer	
<input type="checkbox"/> External collaborator	

<input type="checkbox"/> Other: _____	
---------------------------------------	--

### Trainees' Education (highest level of education attained)

	number
<input type="checkbox"/> No formal education / incomplete	
<input type="checkbox"/> Primary education/ISCED 1	
<input type="checkbox"/> Lower secondary education/ISCED 2	1
<input type="checkbox"/> Upper secondary education/ISCED 3	2
<input type="checkbox"/> Post-secondary non-tertiary education/ISCED 4	
<input type="checkbox"/> University/ISCED 5,6,7	9

### Changes of the training programme

Have there been any changes to the planned programme (outlined in template wp5\_a)?

If so, which ones?

There has been no changes to the planned programme.

### Evaluation of the training programme

#### 1. Collective reasoning

At the end of the training programme, did you collect feedback from the trainees **through a collective discussion**? If yes, please summarise what emerged from this discussion.

In particular, we are interested in knowing:

- the level of satisfaction of the trainees, their appreciations and criticisms (on the course content, methodology used, logistical and organisational aspects, etc.);
- whether and why the trainees feel they have acquired knowledge and skills useful for their subsequent engagement as mentors for migrants.

At the end of the training the participants had been asked to identify positive and negative aspects about the course.

According to the answers the trainees had provided, the training experience had been evaluated positively on a general level.

Particularly appreciated had been:

- **The topics** that had been presented.  
Particularly appreciated by the participants was the lesson dedicated to empathy (second lesson). The presence of a psychiatrist that had presented the topic, had represented the opportunity to better understand the necessity to provide not only their future mentees with psychoemotional support, but also (and first of all) the mentors, as a tool to face the difficulties and challenges the role itself entails.
- **The methodology** of the course, focused on the interaction between the trainers, experts and trainees, in order to provide a less frontal teaching methodology and a safe space for discussion and confrontation between the participants.

For what concern the difficulties that had been underline, particular relevant are:

- **the physical spaces** provided for the training, which could be improved in the logistical organisation.
- For those who had participated online, it was not possible to provide them with the same amount of involvement the trainees in presence had experienced.

## 2. Individual survey

At the end of the training programme, did you collect feedback from the trainees **through the individual questionnaire**? If yes, please summarise what emerged. If you have used the standard questionnaire, report the number of answers obtained for each item to questions 1.a, 1.b, 1.c, 1.d, 1.e, 1.f, and 8. Then summarise the answers obtained by all trainees to questions 2 to 7 and 9.

No individual questionnaire has been provided.

## 3. Learning assessment

**Did you carry out an evaluation of the trainees' learning? If yes, how?**

A learning evaluation has not been carried out.

**In your view, did the group of learners actually acquire useful skills for the mentoring of migrants? Why and to what extent?**

It is our opinion that the trainees had actually acquired useful notions and information for their mentoring path. The training had provided them with information about the local integration system from different perspectives - economic, legal, social, and the outlook provided by personal experiences - given the trainees an holistic knowledge of the migratory phenomenon, the different obstacles to be faced and the services/tools provided on a national and/or local level from public and/or private organisations.

A quick overview to the integration system, even if it is not for sure enough for a complete understanding of the phenomenon, could be useful to provide the participants with some hints to be further developed, and represent starting points for future training and collective confrontations.

Furthermore, the participation of persons from different organisations - all of them involved in different aspects of the integration of migrants in the territory - had represented an important opportunity to share tools, information and personal and professional contacts, that could be useful to the trainees in their daily mentoring journey.

**In relation to the skills acquired, were there significant differences between learner and learner, or was learning fairly homogeneous?**

Inside each group - 1) mentors at work and 2) other stakeholders - the acquisition of the skills was on a general point of view homogeneous.

If a difference has to be reported it is between the two groups, due to the different professional and educational background of the participants.

The second group - organisations and other stakeholders - was mainly composed of professionals with some degree of expertise in the field of migration and integration methodologies, therefore theoretically more prepared than the first group, whose components didn't have this kind of educational background.

However, as for the first group - mentors at work - the gap of theoretical knowledge was filled by their own personal experiences, being most of them asylum seekers and/or migrants themselves.

**4. Evaluation by the experts and testimonials**

**What feedback did you collect from the experts and testimonials regarding the different aspects of the course (quality of the programme, motivation of the learners, etc.)?**

The experts and testimonials involved in the training path had been asked to identify positive and negative aspects of their experience with the groups of trainees and the training experience.

From the survey that has been collected, it has emerged that both the experts and the testimonials had much appreciated the involvement of the participants, demonstrated through their engagement during the Q&A segment, and the quality of the interventions made by the trainees.

As for the negative aspects, as had been already underlined by the trainees, reference had been made to the workspace, a little bit small for the group.



# RACIP

## TEMPLATE wp5\_b

### Collecting information about the training programmes addressed to mentors and sponsors

**This template must be filled in by the group of "National Trainers" who planned, directed and facilitated the course.**

After being completed, it must be uploaded in the project drive **by June 30, 2022.**

[https://drive.google.com/drive/u/0/folders/1WhMa-E5kEQXepkG2RxkIYky\\_t3C4TeM](https://drive.google.com/drive/u/0/folders/1WhMa-E5kEQXepkG2RxkIYky_t3C4TeM)

#### General data and participation

Town: VERONA

Trainees' category: UNIVERSITY STUDENTS

Number of recruited trainees 10

Number of trainees who have participated to

Session 1	10
Session 2	9
Session 3	7
Session 4	6
Session 5	9
Session 6	6
Session 7	7

Trainees' age

age	Number of participants
18 to 25 years	3
26 to 35 years	7
36 to 45 years	

<b>46 to 55 years</b>	
<b>56 years or older</b>	

### Trainees' background

	<b>Number</b>
<b>Trainees belonging to a group</b> that faces discrimination on grounds of background, colour or race, nationality, religion, language or ethnicity	<b>3</b>
<b>Trainees who do not belong to a group</b> that faces discrimination on grounds of background, colour or race, nationality, religion, language or ethnicity	<b>7</b>

### Trainees' professional profile

	<b>number</b>
<input type="checkbox"/> Manager	
<input type="checkbox"/> Director	
<input type="checkbox"/> Support staff	
<input type="checkbox"/> Social worker	
<input type="checkbox"/> Researcher	
<input type="checkbox"/> Employee	
<input type="checkbox"/> Consultant	
<input type="checkbox"/> Teacher/trainer	
<input type="checkbox"/> Student	8
<input type="checkbox"/> Volunteer	1
<input type="checkbox"/> External collaborator	
<input type="checkbox"/> Other: unemployee	1

### Trainees' Education (highest level of education attained)

	<b>number</b>
<input type="checkbox"/> No formal education / incomplete	
<input type="checkbox"/> Primary education/ISCED 1	
<input type="checkbox"/> Lower secondary education/ISCED 2	
<input type="checkbox"/> Upper secondary education/ISCED 3	
<input type="checkbox"/> Post-secondary non-tertiary education/ISCED 4	
<input type="checkbox"/> University/ISCED 5,6,7	9

### Changes of the training programme

Have there been any changes to the planned programme (outlined in template wp5\_a)?

If so, which ones?

The training program was followed, additional trainers took over with the same profiles as those reported due to last-minute unforeseen events.

### 1. Collective reasoning

At the end of the training programme, did you collect feedback from the trainees **through a collective discussion**? If yes, please summarise what emerged from this discussion.

The training was appreciated by the participants; it was the workshops that interested them the most. Working a lot on relationship and having space to share and tell each other made them feel part of a group.

Those in their first experience of such a relationship with migrants heard new arguments that helped them to think about themselves and their relationship with each other.

The shared criticality was that the topics were dense and it would take more meetings to delve more deeply into them.

### 2. Individual survey

At the end of the training programme, did you collect feedback from the trainees **through the individual questionnaire**? If yes, please summarise what emerged. If you have used the standard questionnaire, report the number of answers obtained for each item to questions 1.a, 1.b, 1.c, 1.d, 1.e, 1f, and 8. Then summarise the answers obtained by all trainees to questions 2 to 7 and 9.

#### 1b GENERAL ASPECTS

Please rate the following general aspects of the training

	1. Very poor	2. Poor	2. Accep table	3. Good	4. Excell ent
Training was of benefit			1	1	3
Training met my expectations			1	1	3
The training will be helpful for my mentoring experience			1	2	2
Training presented new ideas				1	4
Training presented useful competencies				1	4
Overall satisfaction			1		4

### 1c ORGANISATION

Please rate the following organizational aspects of the training

	1. Very poor	2. Poor	3. Acceptable	4. Good	5. Excellent
Preparation of the training (information, program,...)			1	1	3
Documentation and materials provided		2		3	
Format of the sessions			1	2	2
Duration of the sessions			1	1	3
Overall organisation			1	1	3

### 1d CONTENTS

Please rate the following aspects of the training contents

	1. Very poor	2. Poor	3. Acceptable	4. Good	5. Excellent
Novelty of the subjects covered				2	3
Interest of the subjects covered				1	4
Level of detail in the treatment of the themes			1	2	2
Comprehension of the contents			1	2	2
Didactic materials provided (1 not needed)		2	1	1	



**1e TRAINERS' CAPABILITY**

Please rate the following aspects of the overall trainers' performances

	1. Very poor	2. Poor	3. Accept able	4. Good	5. Excell ent
Expertise				2	3
Clarity				1	4
Facilitation skills			1	1	3
Adequacy of the methods used				1	4
Flexibility and responsiveness to individual training needs			1		4
Support given during the training			1	2	3
Capacity in fostering interaction and exchange among participants			1		4
Overall appreciation of the trainers			1		4

**1f PERSONAL IMPROVEMENT**

Please rate the following aspects of your improvement

	1. Very poor	2. Poor	3. Accept able	4. Good	5. Excell ent
Training has improved my awareness		1		2	2
Training has improved my knowledge (Information)			1	2	2
Training has improved my know how (skills)		1		2	2
Training has improved my being (attitude)			1	2	2
Training answered my doubts and uncertainties		1		2	2

## 8 OVERALL IMPACT

	1. Very poor	2. Poor	3. Accept able	4. Good	5. Excell ent
How would you rate your increased knowledge on Private Sponsorship?		1		3	1
How would you rate your increased knowledge about refugees' integration?			1	3	
How would you rate your increased understanding of the key concepts of interculturality, empathy, empowerment?			1	2	1
How would you rate your increased awareness of the attitudes to be adopted or avoided for an effective mentoring?		1		3	1

**Comments:** I did not answer to the questions at the point 8 because I found impossible to achieve a knowledge of so complex themes and issues in a so short period of time. I also think that there are issues that you can get in touch with but you can't totally feel and know if you don't live it in first person.

### QUESTION 2:

- I preferred experimental activities and workshops because I learn better when I can make practice.
- My favourite activity was the one about personal perception and how we see others. It was a very intimate and at the same time liberating experience.
- For me the best part of the training was a portrait activity: we paired with an unknown person and then we took turns in drawing each other faces on a transparent paper. After the drawing was complete each person attributed 3 characteristics of the other person. It was interesting to see how you are viewed others.
- A meeting that I particularly enjoyed was the one in which a boy from the group made us a typical drink of his country. It was fantastic because I can see how happy he was to share with us a piece of himself and I really enjoyed tasting something new for me! The meeting was an exchange of stories through something concrete (the drink), as well as something abstract like words.
- my two favourite sessions have been the two hosted in Casa di Ramia. I really appreciated the method (also used by our trainer Sara) of sitting in circle and sharing with the group our life experiences and feelings.

### QUESTION 3:

- I got a lot of information and how network between associations and people can be the difference in support situations.
- I learned to recognize welfarism signals and prevent them, also on me

- In addition to all the technicalities about migrants (history of immigration to Italy, procedures for new documents etc..) the most important thing I learnt from this training is that every migratory experience is unique and me as "mentor" have to focus on listening the story and needs of the individual.
- I've learned the importance of looking at things closely. I learned that everyone has something to say and to give to the other, if only we take the time to really listen and understand it. Also, I've learned that it's really important to always asking ourself the reason under things and words, without taking anything for granted.
- I found really important that there where women with non-european origins to speak with us about what means to them to be "immigrant" and not an italian person with just academic or professional "expertise".

#### QUESTION 4:

- I need getting more knowledge and creating relationships with prudence.
- I will create a relationship based in friendship rather than based in help, in a way beneficial to both sides.
- I won't generalize and do what I think is the best for my partner but I will put their needs and their voice at the center of our relationship.
- I hope to be able to create a great friendship , free of preconceptions coming from the society where I grow up, only looking at the person himself, for a mutual exchange.

#### QUESTION 5:

- I guess that practical training are the best for this project because they show us how to perceive things in a different way.
- During our training there wasn't any division between trainers and trainees but it was a free and open discussion. I think this was the key to keep all the meetings active and stimulating.
- No, I'm satisfied with the way the trainings were set up. It would be nice if the group had been complete , for an even more enriching experience, but I understand the reasons why it couldn't be possible, so that's okay.

#### QUESTION 6:

- I will apply the knowledge gathered with the training living the mentorship relation as it is and not by being overcome by just wanting to help.
- First, in my opinion, relationships are not easily teacheable. For sure the training gave me important suggestions on wich could be some of the general needs of immigrant people (language, documents, doctors, school...) and how my knowledge of the territory could be useful in some situations.
- 

#### QUESTION 7:

- A new base to create relationships.
- Various and disconnected
- It was out of my comfort zone but definitely a welcoming place.
- Enriching and strong in every sense.

- I'm grateful to have taken part of this training because I had the chance to meet several people thanks to I improved myself and re-imagined my idea of being foreigner.

### **3. Learning assessment**

**Did you carry out an evaluation of the trainees' learning? If yes, how?**

I did not want any kind of evaluation. We held all the meetings not talking about training but sharing experiences: the designated trainer would start the talk and then leave it to the mentors. This is because we preferred to build and nurture relationships and the group. Ending our meetings with an evaluation would have been inconsistent with the journey we had made together.

**In your view, did the group of learners actually acquire useful skills for the mentoring of migrants? Why and to what extent?**

I think so. I think the journey we have taken together has helped so many of us to think about diversity: analyzing its great potential and also its difficulties. We tried to think about how we usually stand in helping relationships and the discomfort of feeling unfairly superior. It is difficult to be able to say to what extent these meetings have been useful; I am sure, however, that they have provided the right insights to begin useful reasoning in dealing on a practical level with relationships of this kind.

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**In relation to the skills acquired, were there significant differences between learner and learner, or was learning fairly homogeneous?**

There was definitely a difference between the participants. We had a group of girls who are already operating and working with migrants while others are still only studying and therefore without any experience. You could see in our talks that some of the girls had already had the opportunity to do that kind of thinking or had already faced the difficulties we were talking about. For the other girls it was all new, for them especially I think our meetings were helpful.

### **4. Evaluation by the experts and testimonials**

**What feedback did you collect from the experts and testimonials regarding the different aspects of the course (quality of the programme, motivation of the learners, etc.)?**

With the trainers we had meetings all together before the meetings started. Shared opinion that the course had to be designed together to make it as coherent and consistent as possible. Many were pleased with the active participation in the meetings by the mentors. Again, the time limitation was pointed out: difficult to be able to say everything they had to say in one meeting.



# RACIP

## TEMPLATE wp5 b

### Collecting information about the training programmes addressed to mentors and sponsors

**This template must be filled in by the group of "National Trainers" who planned, directed and facilitated the course.**

After being completed, it must be uploaded in the project drive **by June 30, 2022.**

[https://drive.google.com/drive/u/0/folders/1WhMa-E5kEQXepkG2RxklYky\\_t3C4TeM](https://drive.google.com/drive/u/0/folders/1WhMa-E5kEQXepkG2RxklYky_t3C4TeM)

#### General data and participation

Town: online and Rome

Trainees' category: Hosting and supporting families

Number of recruited trainees (at the beginning of the training programme)

10 hosting families 7 mentors/supporting families

Number of trainees who have participated to

Session 1	16 mentors; 8 HF
Session 2	15 mentors; 5 HF
Session 3	16 mentors; 5 HF

<b>Session 4</b>	<b>11 mentors,5 HF</b>
<b>Learning Assessment</b>	<b>12</b>
<b>Session 6</b>	
<b>Add sessions if necessary</b>	

### Trainees' age

<b>age</b>	<b>Number of participants</b>
<b>18 to 25 years</b>	
<b>26 to 35 years</b>	<b>6</b>
<b>36 to 45 years</b>	<b>10</b>
<b>46 to 55 years</b>	<b>8</b>
<b>56 years or older</b>	

### Trainees' background

	<b>Number</b>
<b>Trainees belonging to a group</b> that faces discrimination on grounds of background, colour or race, nationality, religion, language or ethnicity	<b>2</b>
<b>Trainees who do not belong to a group</b> that faces discrimination on grounds of background, colour or race, nationality, religion, language or ethnicity	

### Trainees' professional profile

	<b>number</b>
<input type="checkbox"/> Manager	2
<input type="checkbox"/> Director	
<input type="checkbox"/> Support staff	
<input type="checkbox"/> Social worker	3
<input type="checkbox"/> Researcher	
X Employee	11
<input type="checkbox"/> Consultant	
<input type="checkbox"/> Teacher/trainer	4
<input type="checkbox"/> Student	2
<input type="checkbox"/> Volunteer	

<input type="checkbox"/> External collaborator	2
<input type="checkbox"/> Other: _____	

### **Trainees' Education (highest level of education attained)**

	<b>number</b>
<input type="checkbox"/> No formal education / incomplete	
<input type="checkbox"/> Primary education/ISCED 1	
<input type="checkbox"/> Lower secondary education/ISCED 2	
<input type="checkbox"/> Upper secondary education/ISCED 3	
<input type="checkbox"/> Post-secondary non-tertiary education/ISCED 4	
X University/ISCED 5,6,7	24

### **Changes of the training programme**

Have there been any changes to the planned programme (outlined in template wp5\_a)?  
If so, which ones?

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### **Evaluation of the training programme**

#### **1. Collective reasoning**

At the end of the training programme, did you collect feedback from the trainees **through a collective discussion**? If yes, please summarise what emerged from this discussion.

In particular, we are interested in knowing:

- the level of satisfaction of the trainees, their appreciations and criticisms (on the course content, methodology used, logistical and organisational aspects, etc.);
- whether and why the trainees feel they have acquired knowledge and skills useful for their subsequent engagement as mentors for migrants.

At the end of each session and during the learning assessment, the trainees expressed their general satisfaction toward the training curricula's contents. According to them, the modules were consistent with the goals of the programme and provided useful insights -

related to different aspects of the family-based hospitality and mentoring schemes, both practical and more theoretical - to prepare trainees for the experience. The possibility to listen to living testimonies was highly appreciated, in order to better assess all the critical aspects that mentoring and hosting relations entail. During the learning assessment, we gathered positive feedbacks on the presentation of the legal framework ( type of protections, asylum procedures, system of reception in Italy), even though the given informations were very dense and quite technical, as well as on the module focused on the profile of the migrants and the situation in their country of origin.

The main criticism registered was related to the online setting, which prevents people from fully engaging and joining more participatory activities.

## **2. Individual survey**

At the end of the training programme, did you collect feedback from the trainees **through the individual questionnaire**? If yes, please summarise what emerged. If you have used the standard questionnaire, report the number of answers obtained for each item to questions 1.a, 1.b, 1.c, 1.d, 1.e, 1f, and 8. Then summarise the answers obtained by all trainees to questions 2 to 7 and 9.

We didn't carry out an individual survey, as we preferred to organise an informal learning assessment in the flesh at the end of the training course, during which we not only assessed the level of knowledge, but also gathered feedback on the learning experience.

## **3. Learning assessment**

### **Did you carry out an evaluation of the trainees' learning? If yes, how?**

As mentioned, we organised an informal learning assessment in the flesh at the end of the training course. It was a meeting to finally know all the participants in person, to gather their thoughts, doubts, questions and assess the level of understanding . It was an informal conversation, moderated by our trainers on the basis of open questions, in which everyone had the chance to speak their mind.

### **In your view, did the group of learners actually acquire useful skills for the mentoring of migrants? Why and to what extent?**

Our training programme was very dense, informative and based on a wide range of topics, spinning from the legal framework of migration in Italy to relational aspects of the mentoring and hosting experience. We tried to adopt - as much as we could given the online setting - a practical approach, by presenting case studies and engaging testimonies who can share their living experiences with the trainers. We also assessed the most critical factors embodied in the relationship: dealing with expectations and cultural differences. We think we provided trainers with the chance of acquiring a useful set of skills, but we consider the mentoring/hosting experience a process - where



people “learn by doing” - that requires flexibility and adaptation, as unexpected things to deal with may arise. This is why it is so important to provide mentors and hosting families - as well as migrants and refugees involved in the program - with the support of volunteers who can accompany the protagonists during their “journey”.

**In relation to the skills acquired, were there significant differences between learner and learner, or was learning fairly homogeneous?**

The majority of the people involved in the training have already had previous professional/volunteer experiences in the field of migration, so the learning setting was fairly homogeneous. Most of the participants had a general knowledge of the topics.

**4. Evaluation by the experts and testimonials**

**What feedback did you collect from the experts and testimonials regarding the different aspects of the course (quality of the programme, motivation of the learners, etc.)?**

Our trainers thought that the topics addressed in the curricula were consistent and useful. They complained a bit about the lack of a more interactive approach, due to the online setting, but they tried their best to engage the learners. They found the motivations of the participants high and the questions they raised pertinent and challenging. The presentation of case studies and the participation of testimonies were highly rated.

## Second Tree, GR



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



# RACIP

TEMPLATE wp5 b

## Collecting information about the training programmes addressed to mentors and sponsors

**This template must be filled in by the group of "National Trainers" who planned, directed and facilitated the course.**

90

After being completed, it must be uploaded in the project drive **by June 30, 2022.**

[https://drive.google.com/drive/u/0/folders/1WhMa-E5kEQXepkG2RxklYky\\_t3C4TeM](https://drive.google.com/drive/u/0/folders/1WhMa-E5kEQXepkG2RxklYky_t3C4TeM)

### General data and participation

**Town: Ioannina**

**Trainees' category: Students and Supporting Families**

**Number of recruited trainees (at the beginning of the training programme)**

**Number of trainees who have participated to**

<b>Session 1</b>	<b>9</b>
<b>Session 2</b>	<b>9</b>
<b>Session 3</b>	<b>9</b>

**Trainees' age**

<b>age</b>	<b>Number of participants</b>
<b>18 to 25 years</b>	<b>8</b>
<b>26 to 35 years</b>	<b>1</b>
<b>36 to 45 years</b>	

<b>46 to 55 years</b>	
<b>56 years or older</b>	

### Trainees' background

	<b>Number</b>
<b>Trainees belonging to a group</b> that faces discrimination on grounds of background, colour or race, nationality, religion, language or ethnicity	<b>1</b>
<b>Trainees who do not belong to a group</b> that faces discrimination on grounds of background, colour or race, nationality, religion, language or ethnicity	<b>8</b>

### Trainees' professional profile

	<b>number</b>
<input type="checkbox"/> Manager	
<input type="checkbox"/> Director	
<input type="checkbox"/> Support staff	
<input type="checkbox"/> Social worker	
<input type="checkbox"/> Researcher	
<input type="checkbox"/> Employee	
<input type="checkbox"/> Consultant	
<input type="checkbox"/> Teacher/trainer	1
<input type="checkbox"/> Student	7
<input type="checkbox"/> Volunteer	
<input type="checkbox"/> External collaborator	1
<input type="checkbox"/> Other: _____	

### Trainees' Education (highest level of education attained)

	<b>number</b>
<input type="checkbox"/> No formal education / incomplete	
<input type="checkbox"/> Primary education/ISCED 1	
<input type="checkbox"/> Lower secondary education/ISCED 2	
<input type="checkbox"/> Upper secondary education/ISCED 3	
<input type="checkbox"/> Post-secondary non-tertiary education/ISCED 4	
<input type="checkbox"/> University/ISCED 5,6,7	9

### Changes of the training programme

Have there been any changes to the planned programme (outlined in template wp5\_a)?

If so, which ones?

*In the Cross-cutting skills module, we changed Unit 1.2 "Empathy" and Unit 1.3 "Empowerment." We substituted these parts with our Refugees Are People (RAP) policy. It revolves around the different values of fairness, fostering agency, rejecting "otherness" and caring. We conducted a lightened version of the RAP training created for our new*

volunteers. This training pushes the participants to question their stereotypes and reflect on the narratives of romanization or vilification of refugees. We confronted the trainees with real-life case studies and discussed how they would react in those situations and if they would behave differently when interacting with refugees.

For the family curriculum Unit 2.2 "Rights and services," we focused more on the testimonials, as the trainees were already knowledgeable about the housing, health and education systems. Therefore, we invited refugees to speak about their personal experiences and the specific issues they faced in these situations.

## Evaluation of the training programme

### 1. Collective reasoning

At the end of the training programme, did you collect feedback from the trainees **through a collective discussion**? If yes, please summarise what emerged from this discussion.

In particular, we are interested in knowing:

- the level of satisfaction of the trainees, their appreciations and criticisms (on the course content, methodology used, logistical and organisational aspects, etc.);
- whether and why the trainees feel they have acquired knowledge and skills useful for their subsequent engagement as mentors for migrants.

*At the end of Session 3, the participants and the trainers had a 30-minute feedback session to gather their thoughts and opinions about the training.*

*The general feedback was that the training was very informative and helpful, in terms of understanding the refugee crisis in the Greek context and what problems refugees face on a daily basis. After the training highlighted these problems and the testimonials from the refugee community shared their experiences, the participants agreed that now they have a better understanding of which areas they can help refugees with. The majority agreed that the content of the training was interesting and engaging and that the length of the sessions was not too long. Carrying out the training at Second Tree's volunteer house in the centre of Ioannina was also appreciated by the participants, who mentioned that it made the setting more informal and relaxed, and gave them more room to engage and participate.*

*As a criticism, some of the students mentioned that doing the training in June wasn't the best choice because they were in the middle of their exam period, so it wasn't ideal. This is something to keep in mind for future activities.*

### 2. Individual survey

At the end of the training programme, did you collect feedback from the trainees **through the individual questionnaire**? If yes, please summarise what emerged. If you have used the standard questionnaire, report the number of answers obtained for each item to questions 1.a, 1.b, 1.c, 1.d, 1.e, 1.f, and 8. Then summarise the answers obtained by all trainees to questions 2 to 7 and 9.

- **Answers to Question 1.a:** 1 Attended all training sessions. 1 Attended some training sessions.

- **Answers to Question 1.b:**

	1. Very poor	2. Poor	2. Acceptable	3. Good	4. Excellent
Training was of benefit				1	1
Training met my expectations				1	1
The training will be helpful for my mentoring experience					2
Training presented new ideas				1	1
Training presented useful competencies				1	1
Overall satisfaction				1	1

- **Answers to Question 1.c:**

	1. Very poor	2. Poor	3. Acceptable	4. Good	5. Excellent
Preparation of the training (information, program,...)				1	1
Documentation and materials provided				2	
Format of the sessions				2	
Duration of the sessions				2	
Overall organisation					2

- **Answers to Question 1.d:**

	1. Very poor	2. Poor	3. Acceptable	4. Good	5. Excellent
Novelty of the subjects covered				2	
Interest of the subjects covered				1	1

Level of detail in the treatment of the themes				2	
Comprehension of the contents				1	1
Didactic materials provided				2	

- **Answers to Question 1.e:**

	1. Very poor	2. Poor	3. Acceptable	4. Good	5. Excellent
Expertise				2	
Clarity				2	
Facilitation skills				1	1
Adequacy of the methods used				2	
Flexibility and responsiveness to individual training needs				1	1
Support given during the training				1	1
Capacity in fostering interaction and exchange among participants				1	1
Overall appreciation of the trainers					2

- **Answers to Question 1.f:**

	1. Very poor	2. Poor	3. Acceptable	4. Good	5. Excellent
Training has improved my awareness				2	
Training has improved my knowledge (Information)				1	1
Training has improved my know how (skills)				2	
Training has improved my being (attitude)			2		
Training answered my doubts and uncertainties				1	1

- **Answers to Question 2:**

One participant mentioned that it was very useful to be able to speak directly with an immigrant about his experience. Another participant mentioned that the topics were explained thoroughly by the trainers and highlighted the participation of the whole group in the discussions.

- **Answers to Question 3:**

The participants mentioned that the topic that he learnt the most about during the training was the asylum process in Greece.

- **Answers to Question 4:**

The participant mentioned that he hopes to apply the lessons from the training with “great success”. Another participant hopes to create a social interaction with his mentee so they feel more welcomed in the city.

- **Answer to Question 5:**

The participants didn’t suggest any recommendations.

- **Answer to Question 7:**

The participant defined the training as “thought-provoking and interesting”.

- **Answers to Question 8:**

	1. Very poor	2. Poor	3. Acceptable	4. Good	5. Excellent
How would you rate your increased knowledge on Private Sponsorship?			1	1	
How would you rate your increased knowledge about refugees’ integration?			1	1	
How would you rate your increased understanding of the key concepts of interculturality, empathy, empowerment?			1	1	
How would you rate your increased awareness of the attitudes to be adopted or avoided for an effective mentoring?			1	1	

- **Answers to Question 9:**

2x 'No previous involvement with migrants' mentorships

### 3. Learning assessment

**Did you carry out an evaluation of the trainees' learning? If yes, how?**

No

**In your view, did the group of learners actually acquire useful skills for the mentoring of migrants? Why and to what extent?**

*Yes. As mentioned in question 1. participants acquired knowledge about the refugee situation in Greece and what problems they can help refugees with, which is often information that is not known by the locals. Most people in the Greek local community are aware that refugees are living in Ioannina, but the vast majority don't know the refugee crisis context, what are the main problems that refugees face, and how they can help. The training allowed participants to acquire the knowledge and skills to establish a dialogue with the refugee community in order to support them in tackling the obstacles they face in their daily life in Greece.*

**In relation to the skills acquired, were there significant differences between learner and learner, or was learning fairly homogeneous?**

*On the one hand, the learning experience between the participants was fairly homogenous because the participants belong to a similar group of educated college students. On the other hand, the backgrounds of the participants are diverse, some have worked with migrants before or have a relevant degree while others have no experience. This led to interesting discussion between the participants in which they shared their knowledge with each other. Overall, the participants had a similar level of understanding and engagement with the content.*

**4. Evaluation by the experts and testimonials**

**What feedback did you collect from the experts and testimonials regarding the different aspects of the course (quality of the programme, motivation of the learners, etc.)?**

*Ciara Macken has been working for Second Tree these past three years and came as an expert to explain the refugees' situation and its evolution in Ioannina. She thought that the subjects addressed in the curriculum were pertinent and useful for the trainees to know about.*

*Erfan Azimi and Mahdi Hooshmand were invited to deliver their testimonials and their perspectives on the subjects addressed in the training. Their general feedback was positive. They enjoyed sharing their points of view with the trainees and were always happy to answer their questions.*



## MOI – Municipality of Ioannina, GR

### TEMPLATE wp5\_b

#### COLLECTING INFORMATION ABOUT THE TRAINING PROGRAMMES ADDRESSED TO MENTORS

##### General data and participation

Town: Ioannina

Trainees' category: Associations and stakeholders network

Number of recruited trainees (at the beginning of the training programme)

Number of trainees who have participated to

Session 1	26/05/22	20
Session 2	27/05/22	20
Session 3	28/05/22	20

Trainees' age

age	Number of participants
18 to 25 years	0
26 to 35 years	10
36 to 45 years	5
46 to 55 years	5
56 years or older	0

\*The questionnaire was provided to all participants printed and online.

- 15 participants filled it out online
- 5 participants filled it out in writing

### Trainees' background

	Number
<b>Trainees belonging to a group</b> that faces discrimination on grounds of background, colour or race, nationality, religion, language or ethnicity	<b>1</b>
<b>Trainees who do not belong to a group</b> that faces discrimination on grounds of background, colour or race, nationality, religion, language or ethnicity	<b>19</b>

### Trainees' professional profile

	number
<input type="checkbox"/> Manager	0
<input type="checkbox"/> Director	0
<input type="checkbox"/> Support staff	5
<input type="checkbox"/> Social worker	2
<input type="checkbox"/> Researcher	0
<input type="checkbox"/> Employee	6
<input type="checkbox"/> Consultant	0
<input type="checkbox"/> Teacher/trainer	5
<input type="checkbox"/> Student	0
<input type="checkbox"/> Volunteer	0
<input type="checkbox"/> External collaborator	2
<input type="checkbox"/> Other: _____	0

### Trainees' Education (highest level of education attained)

	number
<input type="checkbox"/> No formal education / incomplete	0
<input type="checkbox"/> Primary education/ISCED 1	0
<input type="checkbox"/> Lower secondary education/ISCED 2	2
<input type="checkbox"/> Upper secondary education/ISCED 3	0
<input type="checkbox"/> Post-secondary non-tertiary education/ISCED 4	0
<input type="checkbox"/> University/ISCED 5,6,7	18

## Changes of the training programme

**Have there been any changes to the planned programme (outlined in template wp5\_a)?**

**If so, which ones?**

The training sessions took place in 3 days (5 hours on 26/5, 5 hours on 27/5, 6 hours on 28/5). The methodology we applied was the experiential and the emerging learning according to the units of the curriculum.

## Evaluation of the training programme

### 1. Collective reasoning

**At the end of the training programme, did you collect feedback from the trainees through a collective discussion? If yes, please summarise what emerged from this discussion.**

**In particular, we are interested in knowing:**

- **the level of satisfaction of the trainees, their appreciations and criticisms (on the course content, methodology used, logistical and organisational aspects, etc.);**
- **whether and why the trainees feel they have acquired knowledge and skills useful for their subsequent engagement as mentors for migrants.**

99

At the end of each day, mini activities of reflection were scheduled in order for participants to express their feelings. During them, they shared their satisfaction about the content and the interactivity of the sessions and they seemed highly motivated for the continuity of the program. They gave us positive feedback about the cohesion of the team and the way they worked together. However some of the participants expressed their discomfort about the duration of each session -two of the three sessions were scheduled after their working hours- they kept going until the end of the sessions. The most important is that they feel confident to deal with mentoring programs and that they are interested in doing so.

### 2. Individual survey

**At the end of the training programme, did you collect feedback from the trainees through the individual questionnaire? If yes, please summarise what emerged. If you have used the standard questionnaire, report the number of answers obtained for each item to questions 1.a, 1.b, 1.c, 1.d, 1.e, 1f, and 8. Then summarise the answers obtained by all trainees to questions 2 to 7 and 9.**

According to the questionnaires, as the general aspects concern, 53,3% of participants said that seminar was excellent and 46,7% said that it was good. The seminar fully met the expectations of 53,3% of participants, it met the expectations in a good level for the 40%

of participants and for the 6,7% the expectations got met acceptably. This training will be excellent helpful in their mentoring career for the 66,7% of the trainees and helpful in a good level for the 33,3%. Almost all the participants consider the ideas presented new (46,7% excellent, 46,7% good, 6,7% acceptable). 60% of trainees considered as useful in an excellent grade the presented competencies and the rest of them (40%) considered them useful in a good level. Overall, the participants expressed their satisfaction (60% excellent, 40% good).

The organisation of the training satisfied the participants, as they stated only the timeframe as a crucial point. More specifically regarding the preparation of the training was excellent for the 60% of participants and for the rest 40% was good. The materials provided were excellent for the 53,3% of the trainees and good for the 46,7%. The format of sessions satisfied the trainees (the 66,7% of participants in excellent grade and the 33,3% in good grade). The duration of sessions partially satisfied the 13,3% of participants. However the majority of trainees considered as excellent (40%) or good (46,6%) the sessions' duration. All in the overall organisation satisfied the participants and they characterised it as excellent (60%) and good (40%).

Regarding the content, the covered subjects have been received as novelty for the 53,3% (excellent) and for the 46,7% (good). For the 53,3% of participants the interest of subjects covered was excellent, for the 40% was good and for the 6,7% was acceptable. Excellent level of detail in treatment of themes the 46,7% of participants saw and the same percentage corresponds to those who received a good level of detail in treatment of themes. The 66,7% stated they understood in excellent grade the contents and the 33,3% comprehended in good grade the contents. As the didactic materials provided concern, the 53,3 % characterised them as excellent and the 46,7% as good.

When questionnaires came to facilitation, the 53,3% of participants stated the expertise, the clarity and the facilitation skills of educators excellent and the 46,7% stated them as good. Both the adequacy in methods used and the flexibility and responsiveness to individual training needs stated as excellent by the 46,7% of participants while the 53,3% stated them as good. The support during sessions was considered as excellent by the 73,3% of trainees and it was considered as good by the 26,7% of trainees. According to the rate, 66,7% of participants found the way that facilitators fostered interaction and exchange among participants excellent and the 33,3% found it good. The overall appreciation of trainers was rated as excellent from the 66,7% of the participants and as good from the 33,3% of them.

The trainees also answered questions related to the personal improvement that the sessions brought to them. 46,7% considered that session contributed to their awareness in an excellent way, another 46,7% considered that session contributed to their awareness in good grade and 6,7% considered that session contributed to their awareness in acceptable grade. In addition participants considered that the sessions improved their knowledge (53,3% excellent, 40% good, 6,7% acceptable), their know-how (53,3% excellent, 46,7% good) and their being (46,7% excellent, 46,7% good, 6,7% acceptable). Last but not least, they stated that training answered their doubts and their uncertainties in an excellent way (53,3%), in a good way (40%) and in an acceptable way (6,7%).

Increased knowledge on Private Sponsorship stated the 53,3% (excellent rate), 33,3% (good rate) and 13,3% (acceptable rate). Increased knowledge on refugees' integration stated the 60% (excellent rate), 33,3% (good rate) and 6,7% (acceptable rate).

Participants' comprehension increased on the key concepts of interculturality, empathy, empowerment (60% excellent, 40% good). Increased awareness of the attitudes to be adopted or avoided for an effective mentoring rated as excellent by 46,7% of participants, as good by 46,7% of participants and as acceptable by 6,7% of participants.

Regarding the best parts of the training according to participants' view was the interaction with guests (refugees, mentors) because of the way they shared their experience and the interaction trainees had with them and the empowerment experiential activity. The most important lesson for the participants was the experience of mentors and the advice they shared (boundaries, support techniques etc) and the experiential way of reaching the empathy and empowerment out. As it concerns the future applications of the lessons learned, trainees shared that they want to include them in their mentoring career following the advice for prioritising the needs and building of trustful relationship with mentee, embody in their plan the best techniques shared by mentors, and they will constant motivate their mentees with empowerment and empathy techniques. Trainees gave very positive feedback about the experiential parts of sessions as they had the chance to interact and go deeper in the subjects discussed, according to them the content was well prepared and comprehensive, while the trainers were qualified and supportive during the whole training and some of them expressed their will for further training on mentoring. At the end, participants felt empowered as it concerns their future mentor role, enlightened as it concerns the theoretical background and highly motivated for the mentoring journey. As the 80% of participants had no previous involvement in migrants' mentoring and sponsorship, they shared some of their basic motivations of being a mentor. Indicatively: need for support, help, inspire other people, personal motives (academic interests), social awareness (refugees integration) etc.

### **3. Learning assessment**

#### **Did you carry out an evaluation of the trainees' learning? If yes, how?**

- Each day wrapped up with reflective activities on the gained knowledge.
- The last day a short evaluation assessment form with open questions was completed by the participants.
- Working groups took place in each different topic and the results came up proved the acquired knowledge.

#### **In your view, did the group of learners actually acquire useful skills for the mentoring of migrants? Why and to what extent?**

As most of the participants have professional background related to migrancy, they enriched their knowledge with mentoring techniques such as empowerment, empathy, good practices in relationship mentor-mentee. The way they performed during working groups, experiential activities and the reflective comments they did on their assessment, prove they are high skilled as future mentors.

#### **In relation to the skills acquired, were there significant differences between learner and learner, or was learning fairly homogeneous?**

The before mentioned common professional background among the participants set a common starting point on the mentoring trip. However some of the participants had more active participation than others, fact that was helpful for the dynamics of team and finally the more active members motivated the whole team. We would say that the final learning results were more or less fairly homogeneous.

#### **4. Evaluation by the experts and testimonials**

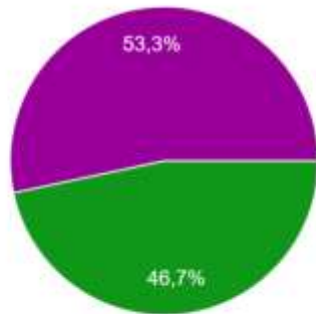
**What feedback did you collect from the experts and testimonials regarding the different aspects of the course (quality of the programme, motivation of the learners, etc.)?**

Experts and testimonials shared with us their satisfaction about the interaction they had with the future mentors. During the Q&A part, participants had the chance to ask more and share their concerns and go deeper to the mentoring issues discussing with current mentors or to discuss and receive clear answers on law procedures. Both experts and testimonials empowered the participants for a potential mentor role by sharing their advice and be supportive to them. They gave us their positive feedback about the course (structure, content etc.) and they expressed their gratitude for being part of the trainings.

## ANNEX

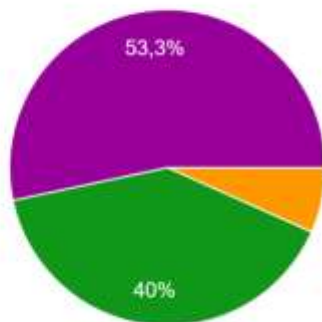
### Training was of benefit

15 απαντήσεις



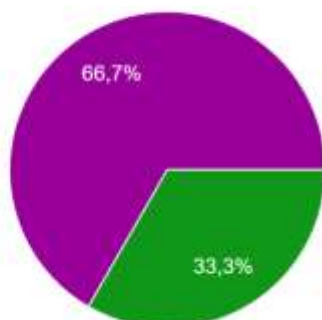
### Training met my expectations

15 απαντήσεις



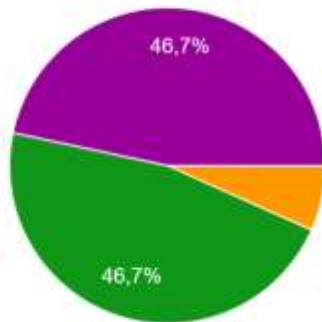
### The training will be helpful for my mentoring experience

15 απαντήσεις



### Training presented new ideas

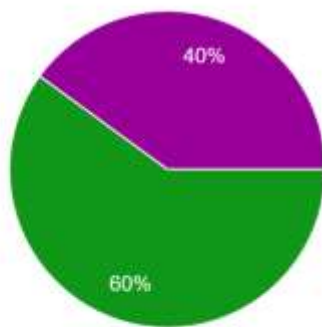
15 απαντήσεις



- Very Poor
- Poor
- Acceptable
- Good
- Excellent

### Training presented useful competencies

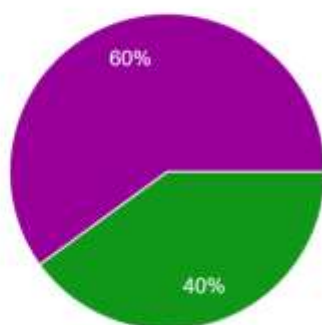
15 απαντήσεις



- Very Poor
- Poor
- Acceptable
- Good
- Excellent

### Overall satisfaction

15 απαντήσεις

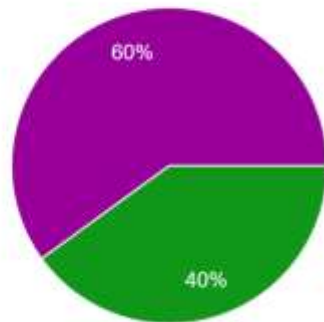


- Very Poor
- Poor
- Acceptable
- Good
- Excellent



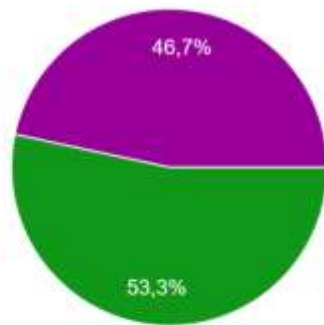
### Preparation of the training (information, program...)

15 απαντήσεις



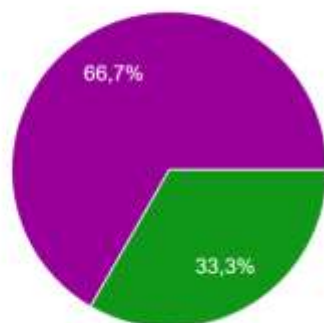
### Documentation and materials provided

15 απαντήσεις



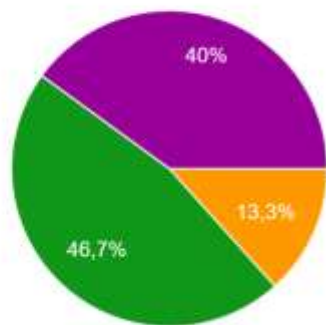
### Format of the sessions

15 απαντήσεις



### Duration of the sessions

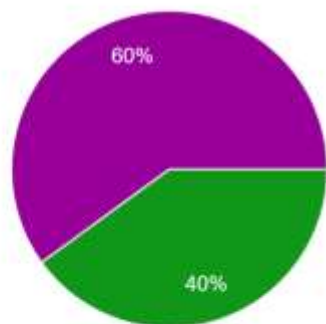
15 απαντήσεις



- Very Poor
- Poor
- Acceptable
- Good
- Excellent

### Overall organisation

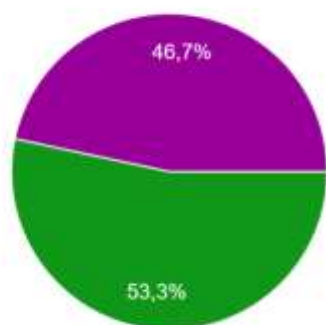
15 απαντήσεις



- Very Poor
- Poor
- Acceptable
- Good
- Excellent

### Novelty of the subjects covered

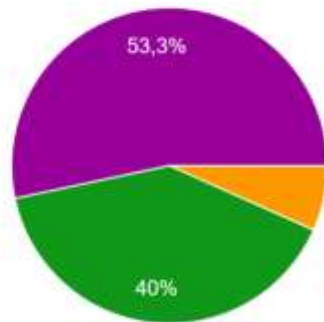
15 απαντήσεις



- Very Poor
- Poor
- Acceptable
- Good
- Excellent

### Interest of the subjects covered

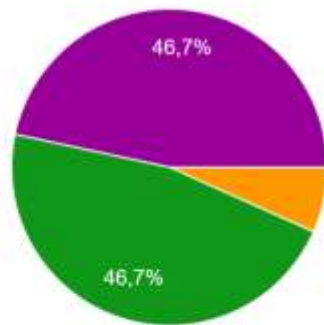
15 απαντήσεις



- Very Poor
- Poor
- Acceptable
- Good
- Excellent

### Level of detail in the treatment of the themes

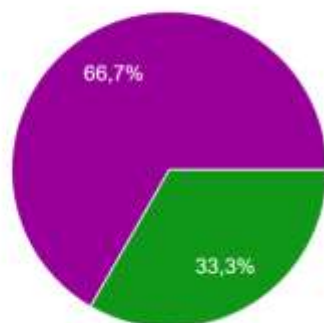
15 απαντήσεις



- Very Poor
- Poor
- Acceptable
- Good
- Excellent

### Comprehension of the contents

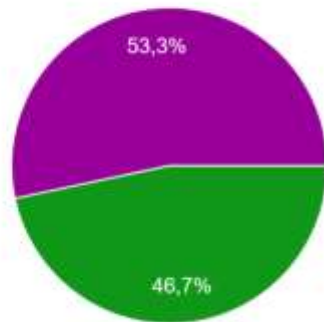
15 απαντήσεις



- Very Poor
- Poor
- Acceptable
- Good
- Excellent

### Didactic materials provided

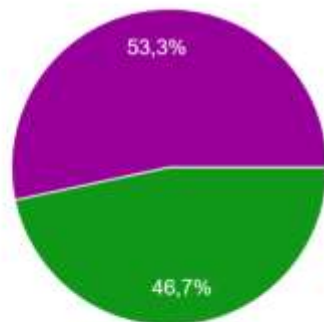
15 απαντήσεις



- Very Poor
- Poor
- Acceptable
- Good
- Excellent

### Exertise

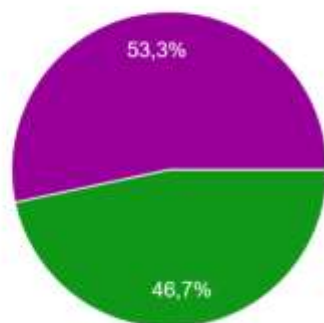
15 απαντήσεις



- Very Poor
- Poor
- Acceptable
- Good
- Excellent

### Clarity

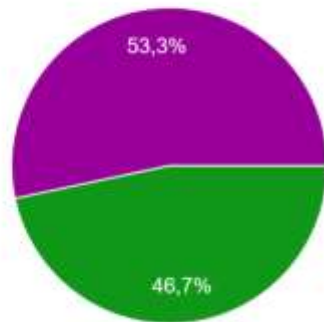
15 απαντήσεις



- Very Poor
- Poor
- Acceptable
- Good
- Excellent

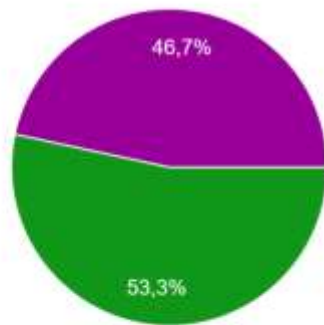
### Facilitation skills

15 απαντήσεις



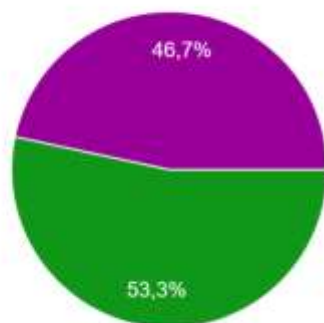
### Adequacy of the methods used

15 απαντήσεις



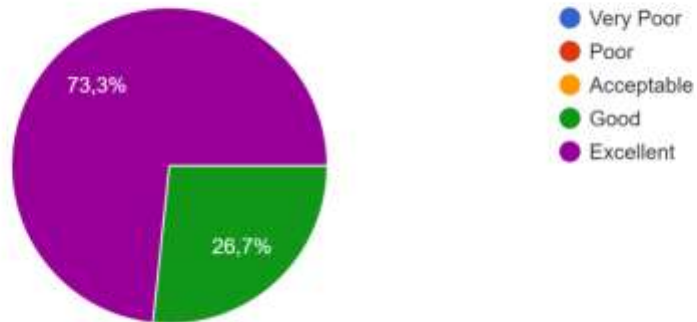
### Flexibility and responsiveness to individual training needs

15 απαντήσεις



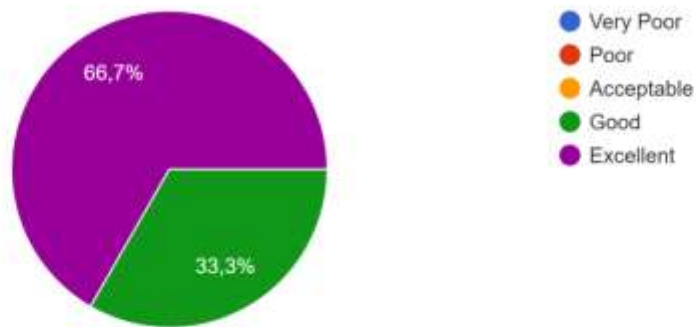
### Support given during the training

15 απαντήσεις



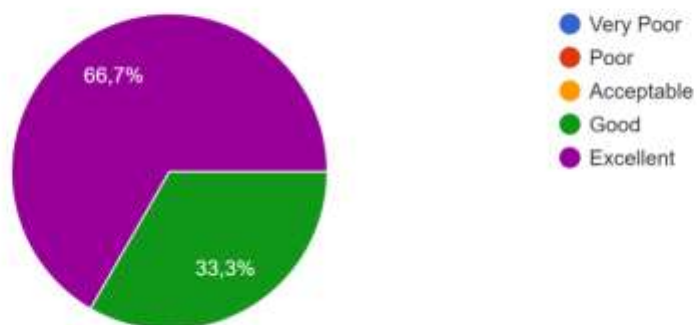
### Capacity in fostering interaction and exchange among participants

15 απαντήσεις

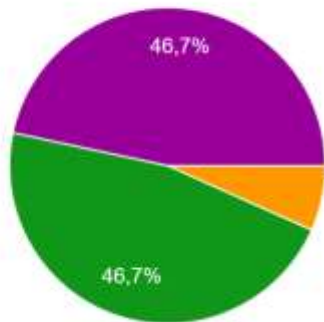


### Overall appreciation of the trainers

15 απαντήσεις

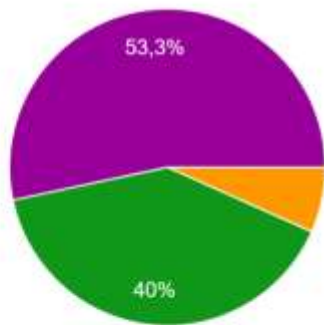


Training has improved my awareness  
15 απαντήσεις



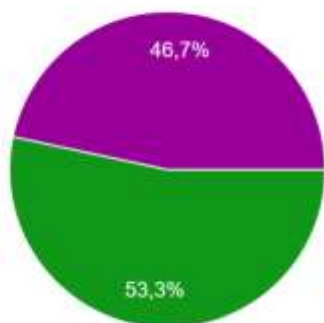
- Very Poor
- Poor
- Acceptable
- Good
- Excellent

Training has improved my knowledge (information)  
15 απαντήσεις



- Very Poor
- Poor
- Acceptable
- Good
- Excellent

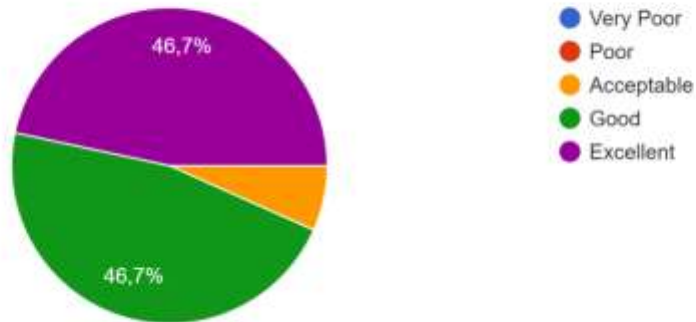
Training has improved my know how (skills)  
15 απαντήσεις



- Very Poor
- Poor
- Acceptable
- Good
- Excellent

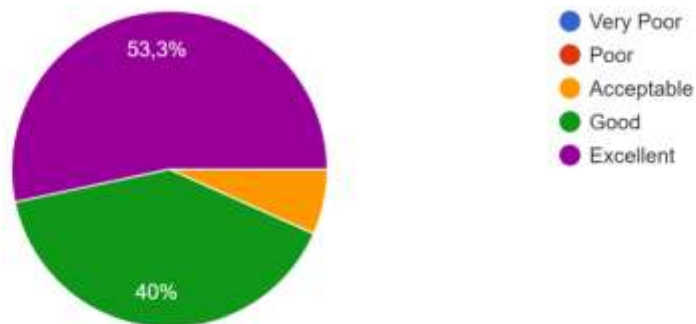
### Training has improved my being (attitude)

15 απαντήσεις



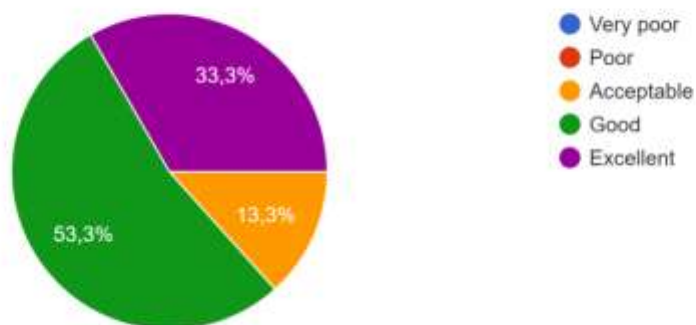
### Training answered my doubts and uncertainties

15 απαντήσεις



### How would you rate your increased knowledge on Private Sponsorship?

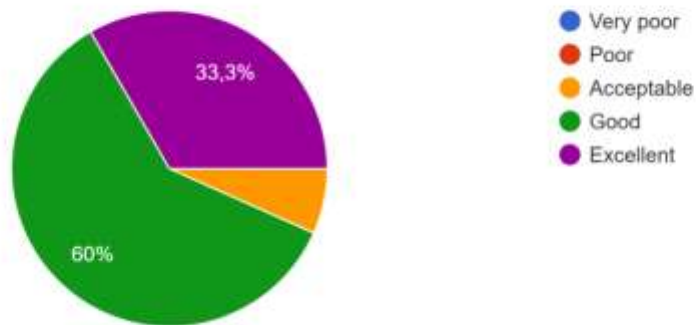
15 απαντήσεις





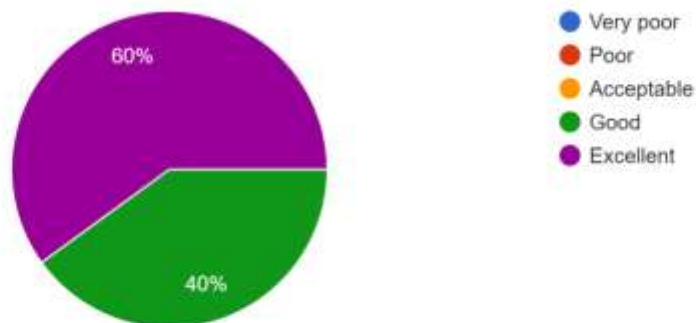
How would you rate your increased knowledge about refugees' integration?

15 απαντήσεις



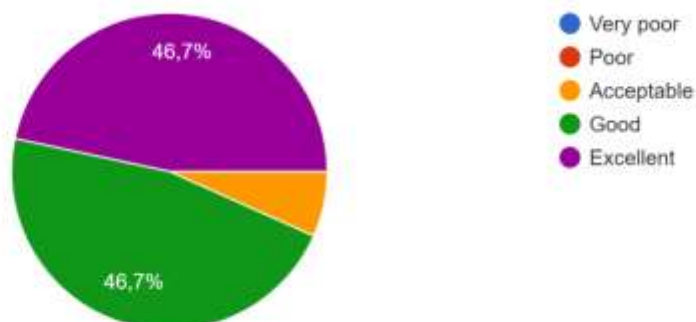
How would you rate your increased understanding of the key concepts of interculturality, empathy, empowerment?

15 απαντήσεις



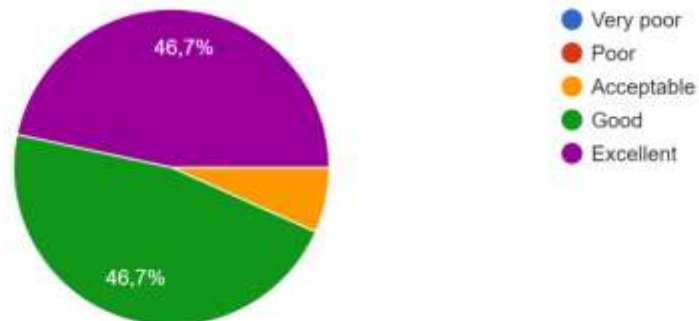
How would you rate your increased awareness of the attitudes to be adopted or avoided for an effective mentoring?

15 απαντήσεις



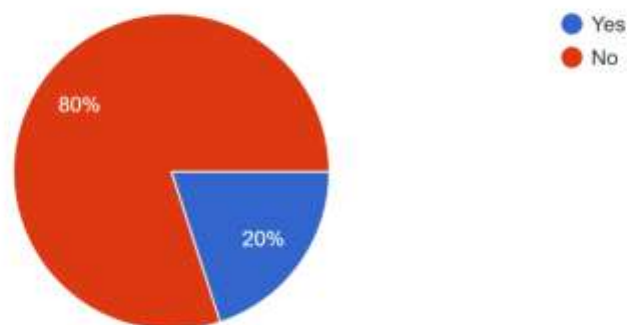
How would you rate your increased awareness of the attitudes to be adopted or avoided for an effective mentoring?

15 απαντήσεις



9.a. Previous involvement in migrants' mentoring and sponsorship

15 απαντήσεις



## Réfugiés Bienvenus, FR

### General data and participation

Town: Paris

Trainees' category: Hosts

Number of recruited trainees (at the beginning of the training programme): 13

Number of trainees who have participated to

Session 1	4
Session 2	4
Session 3	2
Session 4	2
Session 5	2
Session 6	2
<i>Add sessions if necessary</i>	

Trainees' age

age	Number of participants
18 to 25 years	
26 to 35 years	
36 to 45 years	3
46 to 55 years	
56 years or older	1

### Trainees' background

	Number
<b>Trainees belonging to a group</b> that faces discrimination on grounds of background, colour or race, nationality, religion, language or ethnicity	<b>0</b>
<b>Trainees who do not belong to a group</b> that faces discrimination on grounds of background, colour or race, nationality, religion, language or ethnicity	<b>4</b>

### Trainees' professional profile

	number
<input type="checkbox"/> Manager	
<input type="checkbox"/> Director	
<input type="checkbox"/> Support staff	
<input type="checkbox"/> Social worker	
<input type="checkbox"/> Researcher	
<input type="checkbox"/> Employee	
<input type="checkbox"/> Consultant	
<input type="checkbox"/> Teacher/trainer	
<input type="checkbox"/> Student	
<input type="checkbox"/> Volunteer	
<input type="checkbox"/> External collaborator	
<input type="checkbox"/> Other: _____	

### Trainees' Education (highest level of education attained)

	number
<input type="checkbox"/> No formal education / incomplete	
<input type="checkbox"/> Primary education/ISCED 1	
<input type="checkbox"/> Lower secondary education/ISCED 2	
<input type="checkbox"/> Upper secondary education/ISCED 3	
<input type="checkbox"/> Post-secondary non-tertiary education/ISCED 4	
<input type="checkbox"/> University/ISCED 5,6,7	

## Changes of the training programme

Our main structural decision was to do two instances of **Module 1**. As a result, different experts participated and brought slightly different perspectives to their specialty area. As well, we had different levels of participation in the different sessions. We also combined participation for this Module, so hosts, students, and stakeholders all participated together. Even so, students gravitated toward the weekday sessions while the hosts and stakeholders tended to choose the weekend sessions. Notably, the psychology presentations were given by two different experts and the law presentations as well. In each case, one expert could only participate via zoom. Depending on the experience of each expert, this has some effect on the quality of knowledge transmission.

In **Unit 1.1**, we cut out all currently asylum seeking testimonials. This was for several reasons. The first being that Réfugiés Bienvenue takes a position not to solicit currently hosted asylum seekers for any testimonial or intervention, since their consent is necessarily shaped by our position as the organisation housing them. As a result, it was difficult to identify asylum seekers where there was enough trust and communication to properly invite them to this kind of intervention. Our partners indicated that their situations change so rapidly as to make planning ahead impossible. Ultimately we were unable to get participants that we felt comfortable soliciting in this context. We also decided that refugee perspective would still shed light on the asylum process, as they went through the same process, not long before.

Ultimately, in the first instance of Unit 1.1, the refugee testimonial had a last minute emergency and could not make it. To make up for the time and to still provide some perspective from refugees we presented results from the research of 2021 in WP3, and used it as a discussion basis. The refugee testimonial was present for the second instance of Unit 1.1 so we did not bring up the research results in that session.

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We cut the initial explanation of empowerment in **Unit 1.3.1**. The presentation from the social worker addressed how to empower refugees to be able to do their own procedures. We felt the contextual knowledge was unnecessary and redundant with his presentation.

In view of the low numbers of participation, we condensed all of **2.1 and 2.2**, and had 1 hour of discussion followed by 1 and a half hours with the hosts. During this discussion we were able to address many topics, from managing expectations, to struggling with the ups and downs of the asylum procedure. It also provided an opportunity to discuss together the best methods of knowledge transmission and feedback on the training program. All agreed on the relevancy of the topics, but stated that making that amount of time is daunting before even having a commitment to host. They suggested doing 1 or 2 short modules, or trying to summarize relevant information in a guide.

## Evaluation of the training programme

### 1. **Collective reasoning**

We had a discussion at the end of the training with those present. They were disappointed in the lack of participation. They thought the hours were long but considered all the points

useful. The weakest points for them were the moments of informal discussion. They especially appreciated learning about the asylum procedure from the legal professionals and being able to exchange with experienced hosts.

They highlighted feeling more competent due to understanding what procedures the refugees will be going through and how that might affect the mentorship.

## 2. **Individual survey**

We used our own evaluation form, and obtained only one response. I attach the summary of the results to this document. To sum it up, the participant was with us via zoom and had technical difficulties. However, they learned most that refugees need more than just a roof over their heads. They particularly appreciated the refugee testimonial, the presentation from the social worker, and the exchange with experienced hosts.

## 3. **Learning assessment**

### **Did you carry out an evaluation of the trainees' learning? If yes, how?**

The learning evaluation only came through the questions on the survey in the end.

### **In your view, did the group of learners actually acquire useful skills for the mentoring of migrants? Why and to what extent?**

Yes, in particular contextual knowledge and resource identification.

### **In relation to the skills acquired, were there significant differences between learner and learner, or was learning fairly homogeneous?**

Yes, differences were significant because each came with a different level of prior knowledge.

## 4. **Evaluation by the experts and testimonials**

### **What feedback did you collect from the experts and testimonials regarding the different aspects of the course (quality of the programme, motivation of the learners, etc.)?**

The experts all gave positive feedback although they all mentioned low attendance. They gave very positive feedback on the relevance of giving such a training program, and advised against making it so long and consecutive, instead doing short modules over the course of several months, or even writing a guide to contain the relevant information, that can be consulted before hosting as well as in the moments that certain things become relevant. To clarify, hosts receive a lot of information in the beginning, but may not retain all of it, for example if someone has their asylum request denied, although they learned at one point what that means, they may find themselves wondering again in the moment.

COLLECTING INFORMATION ABOUT THE TRAINING PROGRAMMES ADDRESSED TO MENTORS

**General data and participation**

Town: Paris

Trainees' category: Stakeholders

Number of recruited trainees (at the beginning of the training programme) 11

Number of trainees who have participated to

Session 1	3
Session 2	3
Session 3	3
Session 4	3
Session 5	4
Session 6	4
<i>Add sessions if necessary</i>	

Trainees' age

age	Number of participants
18 to 25 years	
26 to 35 years	2
36 to 45 years	
46 to 55 years	2
56 years or older	

### Trainees' background

	Number
<b>Trainees belonging to a group</b> that faces discrimination on grounds of background, colour or race, nationality, religion, language or ethnicity	<b>1</b>
<b>Trainees who do not belong to a group</b> that faces discrimination on grounds of background, colour or race, nationality, religion, language or ethnicity	<b>3</b>

### Trainees' professional profile

	number
<input type="checkbox"/> Manager	
<input type="checkbox"/> Director	1
<input type="checkbox"/> Support staff	2
<input type="checkbox"/> Social worker	
<input type="checkbox"/> Researcher	
<input type="checkbox"/> Employee	
<input type="checkbox"/> Consultant	
<input type="checkbox"/> Teacher/trainer	
<input type="checkbox"/> Student	
<input type="checkbox"/> Volunteer	1
<input type="checkbox"/> External collaborator	
<input type="checkbox"/> Other: _____	

### Trainees' Education (highest level of education attained)

	number
<input type="checkbox"/> No formal education / incomplete	
<input type="checkbox"/> Primary education/ISCED 1	
<input type="checkbox"/> Lower secondary education/ISCED 2	
<input type="checkbox"/> Upper secondary education/ISCED 3	
<input type="checkbox"/> Post-secondary non-tertiary education/ISCED 4	
<input type="checkbox"/> University/ISCED 5,6,7	



## Changes of the training programme

Our main structural decision was to do two instances of **Module 1**. As a result, different experts participated and brought slightly different perspectives to their specialty area. As well, we had different levels of participation in the different sessions. We also combined participation for this Module, so hosts, students, and stakeholders all participated together. Even so, students gravitated toward the weekday sessions while the hosts and stakeholders tended to choose the weekend sessions. Notably, the psychology presentations were given by two different experts and the law presentations as well. In each case, one expert could only participate via zoom. Depending on the experience of each expert, this has some effect on the quality of knowledge transmission.

In **Unit 1.1**, we cut out all currently asylum seeking testimonials. This was for several reasons. The first being that Réfugiés Bienvenue takes a position not to solicit currently hosted asylum seekers for any testimonial or intervention, since their consent is necessarily shaped by our position as the organisation housing them. As a result, it was difficult to identify asylum seekers where there was enough trust and communication to properly invite them to this kind of intervention. Our partners indicated that their situations change so rapidly as to make planning ahead impossible. Ultimately we were unable to get participants that we felt comfortable soliciting in this context. We also decided that refugee perspective would still shed light on the asylum process, as they went through the same process, not long before.

Ultimately, in the first instance of Unit 1.1, the refugee testimonial had a last minute emergency and could not make it. To make up for the time and to still provide some perspective from refugees we presented results from the research of 2021 in WP3, and used it as a discussion basis. The refugee testimonial was present for the second instance of Unit 1.1 so we did not bring up the research results in that session.

We cut the initial explanation of empowerment in **Unit 1.3.1**. The presentation from the social worker addressed how to empower refugees to be able to do their own procedures. We felt the contextual knowledge was unnecessary and redundant with his presentation.

For **units 2.1 and 2.2**, we were unable to identify adequate testimonials for organizations or for refugee volunteers. All the organizations we found to include migrants were involving people who were already beneficiaries of their services (a user of a food bank also volunteering there). Due to that fact and low participation, we condensed the units into 3 hours of brainstorming about obstacles to refugee participation, how to conduct surveys to tailor programs for refugees, and failures and successes of each organization. We also were able to facilitate networks between the organizations present.

## Evaluation of the training programme

## 1. **Collective reasoning**

Yes. Trainees were disappointed by low participation. However, they found it very useful to make time to discuss these questions and were excited to meet each other. They appreciated the technical knowledge transmission, in particular the lawyer's presentation, as well as the discussion groups.

## 1. **Individual survey**

We used our own evaluation and received 3 responses. I attach the summary to this document.

They highlighted being able to learn about how other organisations are structured, different types of services for refugees. They highlighted feeling more confident and able to direct migrants they are mentoring. The difficulties highlighted related to the technical aspects: many hours of training, not a lot of participation.

The most appreciated modules were the presentation from the psychologist, the refugee testimonial, and the presentation from the legal professionals.

## 2. **Learning assessment**

### **Did you carry out an evaluation of the trainees' learning? If yes, how?**

We only evaluated learning from questions in the survey.

### **In your view, did the group of learners actually acquire useful skills for the mentoring of migrants? Why and to what extent?**

Yes, because all highlighted feeling more competent in directing beneficiaries to relevant resources and creating networks, which is an incredibly important technical skill in mentoring.

### **In relation to the skills acquired, were there significant differences between learner and learner, or was learning fairly homogeneous?**

Ultimately learning was fairly homogenous despite different skill levels in the group.

## 3. **Evaluation by the experts and testimonials**

**What feedback did you collect from the experts and testimonials regarding the different aspects of the course (quality of the programme, motivation of the learners, etc.)?**

Experts were pleased with the training, all mentioned low participation and too many hours, but gave extremely positive feedback on the relevance of the program and the opportunity to participate.

COLLECTING INFORMATION ABOUT THE TRAINING PROGRAMMES ADDRESSED TO MENTORS

**General data and participation**

Town: Paris

Trainees' category: Students

Number of recruited trainees (at the beginning of the training programme): 25

Number of trainees who have participated to

Session 1	7
Session 2	7
Session 3	7
Session 4	7
Session 5	6
Session 6	6
<i>Add sessions if necessary</i>	

Trainees' age

age	Number of participants
18 to 25 years	6
26 to 35 years	1
36 to 45 years	
46 to 55 years	
56 years or older	

### Trainees' background

	Number
<b>Trainees belonging to a group</b> that faces discrimination on grounds of background, colour or race, nationality, religion, language or ethnicity	<b>6</b>
<b>Trainees who do not belong to a group</b> that faces discrimination on grounds of background, colour or race, nationality, religion, language or ethnicity	<b>0</b>

### Trainees' professional profile

	number
<input type="checkbox"/> Manager	
<input type="checkbox"/> Director	
<input type="checkbox"/> Support staff	
<input type="checkbox"/> Social worker	
<input type="checkbox"/> Researcher	
<input type="checkbox"/> Employee	
<input type="checkbox"/> Consultant	
<input type="checkbox"/> Teacher/trainer	
<input type="checkbox"/> Student	7
<input type="checkbox"/> Volunteer	
<input type="checkbox"/> External collaborator	
<input type="checkbox"/> Other: _____	

### Trainees' Education (highest level of education attained)

	number
<input type="checkbox"/> No formal education / incomplete	
<input type="checkbox"/> Primary education/ISCED 1	
<input type="checkbox"/> Lower secondary education/ISCED 2	
<input type="checkbox"/> Upper secondary education/ISCED 3	
<input type="checkbox"/> Post-secondary non-tertiary education/ISCED 4	
<input type="checkbox"/> University/ISCED 5,6,7	7

## Changes of the training programme

Our main structural decision was to do two instances of **Module 1**. As a result, different experts participated and brought slightly different perspectives to their specialty area. As well, we had different levels of participation in the different sessions. We also combined participation for this Module, so hosts, students, and stakeholders all participated together. Even so, students gravitated toward the weekday sessions while the hosts and stakeholders tended to choose the weekend sessions. Notably, the psychology presentations were given by two different experts and the law presentations as well. In each case, one expert could only participate via zoom. Depending on the experience of each expert, this has some effect on the quality of knowledge transmission.

In **Unit 1.1**, we cut out all currently asylum seeking testimonials. This was for several reasons. The first being that Réfugiés Bienvenue takes a position not to solicit currently hosted asylum seekers for any testimonial or intervention, since their consent is necessarily shaped by our position as the organisation housing them. As a result, it was difficult to identify asylum seekers where there was enough trust and communication to properly invite them to this kind of intervention. Our partners indicated that their situations change so rapidly as to make planning ahead impossible. Ultimately we were unable to get participants that we felt comfortable soliciting in this context. We also decided that refugee perspective would still shed light on the asylum process, as they went through the same process, not long before.

Ultimately, in the first instance of Unit 1.1, the refugee testimonial had a last minute emergency and could not make it. To make up for the time and to still provide some perspective from refugees we presented results from the research of 2021 in WP3, and used it as a discussion basis. The refugee testimonial was present for the second instance of Unit 1.1 so we did not bring up the research results in that session.

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We cut the initial explanation of empowerment in **Unit 1.3.1**. The presentation from the social worker addressed how to empower refugees to be able to do their own procedures. We felt the contextual knowledge was unnecessary and redundant with his presentation.

For **Unit 2.1.2**, we combined the policy and the history discussion, as the two experts knew each other already. This proved to be a very effective method, as the presentations really complement each other. The historian led us through a timeline of migratory movements which gave context for the political scientist to present each policy change over the course of time.

We skipped discussion of interculturalism, we judged it to be unnecessary given the backgrounds of the students, many with experience in specialized organisations and/or living with heritage from non-European cultures in France. In addition, the presentation on policy and history took the entire block of time.

## Evaluation of the training programme

### 1. Collective reasoning

Yes, we had a collective discussion. The feedback was overwhelmingly positive. Students highlighted the fact that this kind of training is usually reserved for professionals and they were grateful to have access to experts.

They thought the course was dense but appreciated covering a wide scope of topics. They also appreciated better understanding a more theoretical or technical side of the subject as opposed to the knowledge they might have from on the ground interactions.

## 1. Individual survey

We collected feedback through our own survey, summary of responses is attached to this document.

There were six respondents.

The highlights were: being able to discover the network of experts and actors working in migrant reception, the expert presentations in general, as well as the tools gained relative to creating a healthy and productive professional posture when working with migrants, via the presentations from the psychologist, the social worker, and the language instructor.

The critical points relate to logistics: having more breaks and adjusting the content to be more accessible and inclusive for disabled participants.

The modules that were deemed most necessary were: the psychologist presentation, and the legal professional presentation, group discussion with volunteer witnesses, and the policy and history of migration course.

## 1. Learning assessment

### **Did you carry out an evaluation of the trainees' learning? If yes, how?**

The only evaluation was via the questionnaire.

### **In your view, did the group of learners actually acquire useful skills for the mentoring of migrants? Why and to what extent?**

In my opinion yes, as they were able to articulate what exactly improved in their knowledge, whether it was theoretical information or the legal framework of asylum, or improving their posture psychologically, or discovering networks.

### **In relation to the skills acquired, were there significant differences between learner and learner, or was learning fairly homogeneous?**

The skills acquired were quite varied from learner to learner given different levels at the outset.

## 2. Evaluation by the experts and testimonials

**What feedback did you collect from the experts and testimonials regarding the different aspects of the course (quality of the programme, motivation of the learners, etc.)?**

Experts gave positive feedback ultimately and praised the enthusiasm of the participants. One expert was a bit dissatisfied because she felt like she did not anticipate the different levels of knowledge of participants and was not able to adjust her presentation accordingly. More questions and screening of participants prior to the training by Réfugiés Bienvenue would address this issue.



TEMPLATE wp5\_b

COLLECTING INFORMATION ABOUT THE TRAINING PROGRAMMES ADDRESSED TO MENTORS

**General data and participation**

**Town:** Nicosia

**Trainees' category:** Associations and Stakeholders

**Number of recruited trainees (at the beginning of the training programme):** 5

**Number of trainees who have participated to**

Session 1	3
Session 2	3
Session 3	
Session 4	
Session 5	
Session 6	
<i>Add sessions if necessary</i>	

**Trainees' age**

age	Number of participants
18 to 25 years	
26 to 35 years	2
36 to 45 years	
46 to 55 years	1
56 years or older	

### Trainees' background

	Number
<b>Trainees belonging to a group</b> that faces discrimination on grounds of background, colour or race, nationality, religion, language or ethnicity	<b>1</b>
<b>Trainees who do not belong to a group</b> that faces discrimination on grounds of background, colour or race, nationality, religion, language or ethnicity	<b>2</b>

### Trainees' professional profile

	number
<input type="checkbox"/> Manager	
<input type="checkbox"/> Director	
<input type="checkbox"/> Support staff	
<input type="checkbox"/> Social worker	1
<input type="checkbox"/> Researcher	
<input type="checkbox"/> Employee	1
<input type="checkbox"/> Consultant	
<input type="checkbox"/> Teacher/trainer	
<input type="checkbox"/> Student	
<input type="checkbox"/> Volunteer	
<input type="checkbox"/> External collaborator	
<input type="checkbox"/> Other: _____	1

### Trainees' Education (highest level of education attained)

	number
<input type="checkbox"/> No formal education / incomplete	
<input type="checkbox"/> Primary education/ISCED 1	
<input type="checkbox"/> Lower secondary education/ISCED 2	
<input type="checkbox"/> Upper secondary education/ISCED 3	
<input type="checkbox"/> Post-secondary non-tertiary education/ISCED 4	2
<input type="checkbox"/> University/ISCED 5,6,7	1

## Changes of the training programme

**Have there been any changes to the planned programme (outlined in template wp5\_a)?**

**If so, which ones?**

The trainings were offered with the option to be held online or face to face. However, the participants chose to participate in person. The programme was followed according to the proposed activities but was adapted to fit the participants' needs, and specifically the target group of associations and stakeholders. The organisations were informed that during their mentorship scheme they would be offering internships to migrants, which they were willing to do. However, before the last session, we came across some important information:

As most of the applicants of the mentorship scheme were asylum seekers, we wanted to clarify the legal context of offering asylum seekers an internship in Cyprus. The situation is that asylum seekers are only permitted to work in certain sectors, such as agriculture, waste management, the food industry, etc., and to exercise this right, they need to have a contract, remuneration, and register with the Labour Office and Social Insurance. Recognised refugees have the same legal status as Cypriots, therefore they can choose to work wherever they want. Nevertheless, most of the applicants to the mentoring scheme were asylum seekers.

After investigating the subject more, and talking with multiple governmental services including the asylum service, labour department, and social insurance, we were informed that offering an internship (unpaid) to asylum seekers is not permitted in Cyprus, in order to protect them from instances of exploitation. Therefore, since there is not a regulatory framework for unpaid internships for asylum seekers in place, we will offer these internships in their original format.

We offer to provide for the mentoring framework within our organisation in another format, such as a series of events, and invite both employers and migrants, so that employers can present their sector, the tasks and duties included and relevant issues, and migrants can come in contact with prospective employers. This way, they can match each other, and then they can obtain all the legal requirements to explore a working relationship on their own. From our part, we will organise, oversee and facilitate the mentoring sessions, and provide all the necessary support and information, as well as guidance to both employers and migrants.

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## Evaluation of the training programme

### 1. Collective reasoning

**At the end of the training programme, did you collect feedback from the trainees through a collective discussion? If yes, please summarise what emerged from this discussion.**

At the end of the training programme, the trainers conducted an evaluation exercise with the participants, to measure their satisfaction from the programme. Overall, the group of

associations and stakeholders were satisfied with the programme and mentioned that they will use the skills acquired and materials given in order to help their mentees.

## 2. Individual survey

**At the end of the training programme, did you collect feedback from the trainees through the individual questionnaire? If yes, please summarise what emerged. If you have used the standard questionnaire, report the number of answers obtained for each item to questions 1.a, 1.b, 1.c, 1.d, 1.e, 1f, and 8. Then summarise the answers obtained by all trainees to questions 2 to 7 and 9.**

In general, the participants were very satisfied. The answers to the first question altered from very good to excellent.

According to the participants, the trainers and learners had very good communication between them, while the best part of the training was the presence of an asylum seeker and his experience in the Cypriot market. The learners mentioned that they learned to be empathetic towards migrants' problems and understand more what these people face in everyday life.

The training experience in a sentence: The participants mentioned that the training was an excellent experience and suggested that people should attend more trainings such as the RaCIP one.

The participants were people who already work with migrants or have some experience with them. One of the participants has been an asylum seeker in Cyprus already for four years, and he is waiting for his application still to go through.

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## 3. Learning assessment

**Did you carry out an evaluation of the trainees' learning? If yes, how?**

We did not carry out a dedicated evaluation of the learning. However, during the training we asked questions and initiated discussions to support the learners to understand the subject.

**In your view, did the group of learners actually acquire useful skills for the mentoring of migrants? Why and to what extent?**

We are confident that the learners acquired a series of skills for their mentoring experience, but also competencies that can use during their working life.

**In relation to the skills acquired, were there significant differences between learner and learner, or was learning fairly homogeneous?**

In the group associations and stakeholders there were some differences between learner and learner. As mentioned above, one of the participants was an asylum seeker himself, who established an informal association for young artists. However, the training run smoothly, and there were no significant difficulties during.

#### **4. Evaluation by the experts and testimonials**

**What feedback did you collect from the experts and testimonials regarding the different aspects of the course (quality of the programme, motivation of the learners, etc.)?**

The experts felt happy that more people are willing to become mentors to migrants (one of the experts is currently a mentor). They felt that it can really boost their confidence and meaning of everyday life.

TEMPLATE wp5\_b

COLLECTING INFORMATION ABOUT THE TRAINING PROGRAMMES ADDRESSED TO MENTORS

General data and participation

Town: Nicosia

Trainees' category: Enterprises

Number of recruited trainees (at the beginning of the training programme): 7

Number of trainees who have participated to

Session 1	5
Session 2	5
Session 3	
Session 4	
Session 5	
Session 6	
<i>Add sessions if necessary</i>	

Trainees' age

age	Number of participants
18 to 25 years	
26 to 35 years	
36 to 45 years	2
46 to 55 years	2
56 years or older	1

### Trainees' background

	Number
<b>Trainees belonging to a group</b> that faces discrimination on grounds of background, colour or race, nationality, religion, language or ethnicity	<b>1</b>
<b>Trainees who do not belong to a group</b> that faces discrimination on grounds of background, colour or race, nationality, religion, language or ethnicity	<b>2</b>

### Trainees' professional profile

	number
<input type="checkbox"/> Manager	
<input type="checkbox"/> Director	
<input type="checkbox"/> Support staff	
<input type="checkbox"/> Social worker	
<input type="checkbox"/> Researcher	
<input type="checkbox"/> Employee	
<input type="checkbox"/> Consultant	
<input type="checkbox"/> Teacher/trainer	
<input type="checkbox"/> Student	
<input type="checkbox"/> Volunteer	
<input type="checkbox"/> External collaborator	
<input type="checkbox"/> Other: _Employer_	5

### Trainees' Education (highest level of education attained)

	number
<input type="checkbox"/> No formal education / incomplete	
<input type="checkbox"/> Primary education/ISCED 1	
<input type="checkbox"/> Lower secondary education/ISCED 2	
<input type="checkbox"/> Upper secondary education/ISCED 3	
<input type="checkbox"/> Post-secondary non-tertiary education/ISCED 4	1
<input type="checkbox"/> University/ISCED 5,6,7	4

## Changes of the training programme

**Have there been any changes to the planned programme (outlined in template wp5\_a)?**

**If so, which ones?**

The trainings were offered with the option to be held online or face to face. However, the participants chose to participate in person. The programme was followed according to the proposed activities but was adapted to fit the participants' needs, and specifically the target group of enterprises. The organisations were informed that during their mentorship scheme they would be offering internships to migrants, which they were willing to do. However, before the last session, we came across some important information:

As most of the applicants of the mentorship scheme were asylum seekers, we wanted to clarify the legal context of offering asylum seekers an internship in Cyprus. The situation is that asylum seekers are only permitted to work in certain sectors, such as agriculture, waste management, the food industry, etc., and to exercise this right, they need to have a contract, remuneration, and register with the Labour Office and Social Insurance. Recognised refugees have the same legal status as Cypriots, therefore they can choose to work wherever they want. Nevertheless, most of the applicants to the mentoring scheme were asylum seekers.

After investigating the subject more, and talking with multiple governmental services including the asylum service, labour department, and social insurance, we were informed that offering an internship (unpaid) to asylum seekers is not permitted in Cyprus, in order to protect them from instances of exploitation. Therefore, since there is not a regulatory framework for unpaid internships for asylum seekers in place, we will offer these internships in their original format.

We offer to provide for the mentoring framework within our organisation in another format, such as a series of events, and invite both employers and migrants, so that employers can present their sector, the tasks and duties included and relevant issues, and migrants can come in contact with prospective employers. This way, they can match each other, and then they can obtain all the legal requirements to explore a working relationship on their own. From our part, we will organise, oversee and facilitate the mentoring sessions, and provide all the necessary support and information, as well as guidance to both employers and migrants.

## Evaluation of the training programme

### 1. Collective reasoning

**At the end of the training programme, did you collect feedback from the trainees through a collective discussion? If yes, please summarise what emerged from this discussion.**

At the end of the training programme, the trainers conducted an evaluation exercise with the participants, to measure their satisfaction from the programme. Overall, the group of



enterprises were interested to find out more about the programme and how they can help migrants enter the labour market. They were satisfied with the programme and mentioned that they will use the skills acquired and materials given in order to help their mentees.

## **2. Individual survey**

**At the end of the training programme, did you collect feedback from the trainees through the individual questionnaire? If yes, please summarise what emerged. If you have used the standard questionnaire, report the number of answers obtained for each item to questions 1.a, 1.b, 1.c, 1.d, 1.e, 1f, and 8. Then summarise the answers obtained by all trainees to questions 2 to 7 and 9.**

In general, the participants were very satisfied. The answers to the first question altered from very good to excellent.

According to the participants, the best part of the training was the Dr. Spaneas' session, and especially the part where he explained the history of migration in Cyprus, and the difference between an asylum seeker and a refugee.

The training experience in a sentence: The participants mentioned that they enjoyed the part where they all spoke about their experiences on the topic of migration. According to them, it was interesting to see how each person understands and approached the matter.

The participants were employers who have a company, and they have some experience with migrants already.

## **3. Learning assessment**

**Did you carry out an evaluation of the trainees' learning? If yes, how?**

We did not carry out a dedicated evaluation of the learning. However, during the training we asked questions and initiated discussions to support the learners to understand the subject.

**In your view, did the group of learners actually acquire useful skills for the mentoring of migrants? Why and to what extent?**

We are confident that the learners acquired a series of skills for their mentoring experience, but also competencies that can use during their working life as employers.

**In relation to the skills acquired, were there significant differences between learner and learner, or was learning fairly homogeneous?**

In the group "enterprises" no significant differences appeared between learners. Most of the participants came from the same sector of employment (cleaning companies).

## **4. Evaluation by the experts and testimonials**

**What feedback did you collect from the experts and testimonials regarding the different aspects of the course (quality of the programme, motivation of the learners, etc.)?**

The experts felt happy that more people are willing to become mentors to migrants (one of the experts is an asylum seekers). The second expert was an HR manager, mentioned that the skills acquired during the training will be useful during their daily work as well.

## TEMPLATE wp5\_b

### COLLECTING INFORMATION ABOUT THE TRAINING PROGRAMMES ADDRESSED TO MENTORS

#### General data and participation

**Town:** Nicosia

**Trainees' category:** Individuals/Families

**Number of recruited trainees (at the beginning of the training programme):** 8

**Number of trainees who have participated to**

<b>Session 1</b>	<b>5</b>
<b>Session 2</b>	<b>5</b>
<b>Session 3</b>	
<b>Session 4</b>	
<b>Session 5</b>	
<b>Session 6</b>	
<b><i>Add sessions if necessary</i></b>	

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**Trainees' age**

<b>age</b>	<b>Number of participants</b>
<b>18 to 25 years</b>	
<b>26 to 35 years</b>	<b>4</b>
<b>36 to 45 years</b>	<b>1</b>
<b>46 to 55 years</b>	
<b>56 years or older</b>	

### Trainees' background

	Number
<b>Trainees belonging to a group</b> that faces discrimination on grounds of background, colour or race, nationality, religion, language or ethnicity	<b>1</b>
<b>Trainees who do not belong to a group</b> that faces discrimination on grounds of background, colour or race, nationality, religion, language or ethnicity	<b>4</b>

### Trainees' professional profile

	number
<input type="checkbox"/> Manager	
<input type="checkbox"/> Director	
<input type="checkbox"/> Support staff	
<input type="checkbox"/> Social worker	
<input type="checkbox"/> Researcher	1
<input type="checkbox"/> Employee	2
<input type="checkbox"/> Consultant	
<input type="checkbox"/> Teacher/trainer	
<input type="checkbox"/> Student	
<input type="checkbox"/> Volunteer	
<input type="checkbox"/> External collaborator	
<input type="checkbox"/> Other: _____	2

### Trainees' Education (highest level of education attained)

	number
<input type="checkbox"/> No formal education / incomplete	
<input type="checkbox"/> Primary education/ISCED 1	
<input type="checkbox"/> Lower secondary education/ISCED 2	
<input type="checkbox"/> Upper secondary education/ISCED 3	
<input type="checkbox"/> Post-secondary non-tertiary education/ISCED 4	
<input type="checkbox"/> University/ISCED 5,6,7	5

## Changes of the training programme

**Have there been any changes to the planned programme (outlined in template wp5\_a)?**

**If so, which ones?**

The trainings were offered with the option to be held online or face to face. However, all the participants chose to participate in person. The programme was followed according to the proposed activities but was adapted to fit the participants' needs, and specifically the target group of individuals/families.

## Evaluation of the training programme

### 1. Collective reasoning

**At the end of the training programme, did you collect feedback from the trainees through a collective discussion? If yes, please summarise what emerged from this discussion.**

At the end of the training programme, the trainers conducted an evaluation exercise with the participants, to measure their satisfaction from the programme. Overall, the group of individuals/families were happy to be part of the programme and mentioned that the initiative is an excellent step towards migrant integration in Cyprus, but also it is very rewarding for locals to be involved in such activities with migrants. They also mentioned that the sessions with the experts (one mentor and one mentee-migrant) were very useful so that to see how mentorship works on practical level and in real life. The trainees feel that they have acquired useful competencies to support a migrant in the framework of a mentorship. Also, they found the material provided in the training very helpful.

### 2. Individual survey

**At the end of the training programme, did you collect feedback from the trainees through the individual questionnaire? If yes, please summarise what emerged. If you have used the standard questionnaire, report the number of answers obtained for each item to questions 1.a, 1.b, 1.c, 1.d, 1.e, 1f, and 8. Then summarise the answers obtained by all trainees to questions 2 to 7 and 9.**

As indicated by the answers in the questionnaire, in general, the participants were very satisfied. The answers to the first question altered from very good to excellent.

According to the participants, the best part of the training was the information gained during Dr. Spaneas' presentation, during the joint session. The session was evaluated as very informative and useful. It shed light on the migration situation in Cyprus and clarified the different categories of migrants: economic migrants, asylum seekers, refugees. Also, the participants appreciated the case study of an asylum seeker that the training examined, as

it helped them to “take into consideration any possible challenge the person would have to face”.

The training experience in a sentence: Most of the participants mentioned that the training was informative and interactive. One participant mentioned that the training was a whole new experience with knowledge farfetched, which opened their mind to various possibilities.

Most of the participants did not have any previous involvement with migrant's mentions and sponsorship. Their motivation to join the programme was their willingness to help people in need.

### **3. Learning assessment**

#### **Did you carry out an evaluation of the trainees' learning? If yes, how?**

We did not carry out a dedicated evaluation of the learning. However, during the training we asked questions and initiated discussions to support the learners to understand the subject.

#### **In your view, did the group of learners actually acquire useful skills for the mentoring of migrants? Why and to what extent?**

We believe that our training programme was very informative and took several aspects of migration and mentorship into consideration. Besides from theoretical presentations, we also took a practical approach with examining case studies and real cases of mentor-mentee relationships. Hence, we are confident that the learners acquired a series of skills for their mentoring experience.

#### **In relation to the skills acquired, were there significant differences between learner and learner, or was learning fairly homogeneous?**

In the group individuals/families, indeed there were some differences between learner and learner. This was related to their background, age, and experience. For example, the group involved a university professor, researchers and project managers, and one asylum seeker, who have different experiences altogether. However, they were very open in learning, which helped the smooth realisation of the training.

### **4. Evaluation by the experts and testimonials**

#### **What feedback did you collect from the experts and testimonials regarding the different aspects of the course (quality of the programme, motivation of the learners, etc.)?**

The experts were happy that they saw that a mentorship programme is being realised in a Cyprus context.

## TEMPLATE wp5\_b

### COLLECTING INFORMATION ABOUT THE TRAINING PROGRAMMES ADDRESSED TO MENTORS

#### General data and participation

Town: Nicosia

Trainees' category: University Students

Number of recruited trainees (at the beginning of the training programme)

Number of trainees who have participated to

Session 1	9
Session 2	8
Session 3	
Session 4	
Session 5	
Session 6	
<i>Add sessions if necessary</i>	

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Trainees' age

age	Number of participants
18 to 25 years	9
26 to 35 years	
36 to 45 years	
46 to 55 years	
56 years or older	

### Trainees' background

	Number
<b>Trainees belonging to a group</b> that faces discrimination on grounds of background, colour or race, nationality, religion, language or ethnicity	
<b>Trainees who do not belong to a group</b> that faces discrimination on grounds of background, colour or race, nationality, religion, language or ethnicity	<b>9</b>

### Trainees' professional profile

	number
<input type="checkbox"/> Manager	
<input type="checkbox"/> Director	
<input type="checkbox"/> Support staff	
<input type="checkbox"/> Social worker	
<input type="checkbox"/> Researcher	
<input type="checkbox"/> Employee	
<input type="checkbox"/> Consultant	
<input type="checkbox"/> Teacher/trainer	
<input type="checkbox"/> Student	9
<input type="checkbox"/> Volunteer	
<input type="checkbox"/> External collaborator	
<input type="checkbox"/> Other: _____	

### Trainees' Education (highest level of education attained)

	number
<input type="checkbox"/> No formal education / incomplete	
<input type="checkbox"/> Primary education/ISCED 1	
<input type="checkbox"/> Lower secondary education/ISCED 2	
<input type="checkbox"/> Upper secondary education/ISCED 3	
<input type="checkbox"/> Post-secondary non-tertiary education/ISCED 4	7
<input type="checkbox"/> University/ISCED 5,6,7	2



## Changes of the training programme

**Have there been any changes to the planned programme (outlined in template wp5\_a)?**

**If so, which ones?**

The trainings were offered with the option to be held online or face to face. However, all the participants chose to participate in person. The programme was followed according to the proposed activities but was adapted to fit the participants' needs, and specifically the target group of university students.

## Evaluation of the training programme

### 1. Collective reasoning

**At the end of the training programme, did you collect feedback from the trainees through a collective discussion? If yes, please summarise what emerged from this discussion.**

At the end of the training programme, the trainers conducted an evaluation exercise with the participants, to measure their satisfaction from the programme. Overall, university students were happy and excited to be part of the programme, especially because, many of them, are studying psychology. They appreciated especially the session with the expert Dr. Stephanos Spaneas, Associate Professor of Social Work at the University of Nicosia, because "he explained the migration policies and system of Cyprus very well". The trainees feel that they have acquired substantial knowledge and skills to support a migrant in the framework of a mentorship.

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### 2. Individual survey

**At the end of the training programme, did you collect feedback from the trainees through the individual questionnaire? If yes, please summarise what emerged. If you have used the standard questionnaire, report the number of answers obtained for each item to questions 1.a, 1.b, 1.c, 1.d, 1.e, 1f, and 8. Then summarise the answers obtained by all trainees to questions 2 to 7 and 9.**

Overall, the participants were very satisfied. The answers to the first question varied from good to excellent.

According to the participants, the best part of the training was the information gained during Dr.Spaneas' session. The session was evaluated as very informative and useful. It shed light on the migration situation in Cyprus, and clarified the different categories of migrants: economic migrants, asylum seekers, refugees.

The training experience in a sentence: Most of the participants mentioned that the training was informative and interesting.

Most of the participants did not have any previous involvement with migrant's mentions and sponsorship. Their motivation to join the programme was mostly to gain experience as psychologists.

### **3. Learning assessment**

#### **Did you carry out an evaluation of the trainees' learning? If yes, how?**

We did not carry out a dedicated evaluation of the learning. However, during the training we asked questions and initiated discussions to support the learners to understand the subject.

#### **In your view, did the group of learners actually acquire useful skills for the mentoring of migrants? Why and to what extent?**

As the group of university students did not have any previous experience in mentoring of migrants, it is our view that they acquired useful knowledge and skills to use in their mentoring journey. Specifically, they learnt how to talk to migrants without being offensive or curious, and also they learnt to build and express empathy as mentors, towards migrants.

#### **In relation to the skills acquired, were there significant differences between learner and learner, or was learning fairly homogeneous?**

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In the group of university students, the participants were very open to learning. Most of them had similar knowledge and background, while their subject of study was either psychology or law.

### **4. Evaluation by the experts and testimonials**

#### **What feedback did you collect from the experts and testimonials regarding the different aspects of the course (quality of the programme, motivation of the learners, etc.)?**

The experts were happy that they saw that a mentorship programme is being realised in a Cyprus context. They mentioned that the learners (university students) were very eager to learn, and that they asked interesting and informed questions.