

2. Staff competences for Youth Worker, Mentor and Trainer to boost Entrepreneurship Capacity Building for Young Migrants

Role Purpose

The youth worker, trainer, mentor 'teaches' through supporting their students (young migrants) by showing them where to look, and let them do 'practice by doing' and avoiding to tell them what to see.

The trainer, youth worker and mentor in this position will deliver high quality entrepreneurial training support for young migrants, with a focus on IO2 and IO3 Guide for young Migrant entrepreneurs. The role of the youth worker, mentor or trainer is to empower, help and guide the Young Migrants to develop an idea into a company or a self-made job. They will set achievable and useful learning objectives together with each programme participant. The trainer, youth worker and mentor will ensure that participants on the programme meet their learning objectives, are integrated and support the participant in their process of the integration into the social environment.

Youth workers, trainers, mentors play a key role in helping migrants overcoming problems they encounter in a new society and integration. Youth work has much to offer in services for migrants and refugees. From a skill base that integrates intrapersonal and inter-personal support with the practicalities of assisting people to find their way around the social welfare system, youth workers, trainers and mentors can respond to the complex needs of young refugees within an understanding of the wider context of family relationships and social institutions. However, youth workers need to understand their client's status related with their migration background so they can better analyse and respond to their needs and anxieties. Most migrants and refugees will have concerns about finding employment, finding secure accommodation, education, learning language, maintaining their cultural practices, and understanding the local culture, developing a social network, experiencing discrimination and racism, etc. That's why it is important developing youth workers' knowledge, skills and competences in helping refugees and migrants.

In designing and delivering YME coaching and mentoring programmes for young migrant entrepreneurs, trainers/ mentors, youth workers should:

- Leverage existing relationships with the business community and organisations that work with the young migrant communities in raising awareness about coaching and mentoring initiatives.
- Use coaches and mentors who can relate to different profiles of migrant entrepreneurs
- Provide training to coaches and mentors so that they understand the challenges migrant entrepreneurs face and can effectively communicate with them
- Ensure flexibility in how different profiles of migrants can access and use coaching and mentoring programmes, including through our online platform and app
- Use coaches and mentors who can provide support in relevant languages.
- Specification skills trainer, Mentor, youth worker
- The characteristics of our entrepreneurial trainers, mentors and youth workers

The YME GOOD PRACTICES & NEEDS ANALYSIS FINAL REPORT highlighted some attributes and skills for staff competences, as listed below.

Knowledge/Skills

- Excellent interpersonal, listening and Communication skills including "intercultural" and "physiological" - Active listening skills, Conflict management and mediation skills, building a relationship of trust, being able to inform in an adequate manner migrants and refugees, ability to manage incomprehension and ambiguities in communication (to overcome the language barrier), group management skills and being good at group work. "Language" is articulated as a crucial need by the youth workers as to provide communication with refugees.

- Coaching and Mentoring skills, particular with regard to Personal Development and assessing the entrepreneurial qualities while doing
- Leadership abilities
- Excellent understanding of different backgrounds and situations and Intercultural skills (Being able to manage the various needs of a community made up of different ethnic groups, awareness about cultural differences and accepting them, mastery in transcultural approach, respecting diversity). Most of the youth workers report the importance of acceptance of the different cultural backgrounds and patience when it comes in psychological traumas and lack of communication.
- Excellent organisational skills
- Patient and supportive approach with Empathy and social emotional intelligence to solve learning problems to understand the real needs of migrants, being open-minded and curious, creativity so that youth worker through an honest communication can manage to establish a trust relationship
- Open and welcoming approach
- Effective communication and social skills - verbal and written delivered with enthusiasm and impact. Clear usage of language (because the migrants can have difficulties to understand a complex one)
- Proficiency in local language and in the international language commonly used by participants
- Practical experience of delivering employability and/or business skills, but also in communicating with authorities and entities.
- A team player
- A structured person who is also adaptable and able to make changes in response to the environment
- Very effective inter-personal characteristics
- Ability to respect confidentiality
- The ability to motivate and act as a role model
- A commitment to equality and diversity
- Knowledge regarding national and international legislation on immigration and international protection; rights and duties of migrants; legal procedures regarding registration of migrants and other administrative issues, actual and efficient supply of information to the migrants regarding documents, school, work, be able to inform in an adequate and efficient manner migrants regarding all the necessary steps regarding documents (registration process, good knowledge of the territory and the services available in order to create integration opportunities for migrants). “Knowledge” defined here further information and awareness on the facts related with migration and refugees.
- Psychology (to know how to work with traumatized people). Many youth workers in Turkey state that knowing “how to work with traumatized people” is an important theme and need.

- Experience
- Skilled trainer and group work facilitator
- Experience of delivering a variety of teaching methods with practical approach and student based.
- Experience of delivering training in employability and/or entrepreneurial skills (eg. business development)
- Experience of facilitating learning in small groups
- Appropriate qualifications and understanding of the material
- Have a high level of skills and an in-depth knowledge in the taught area and situation (minority, migrants, setting-up businesses)

- Intellectually robust with a good standard of education
- A good standard of the local language, and an understanding of different culture
- Willingness to undertake training to develop skills
- Instructor Experience including working with young people possessing secondary education or less and experience working with NGOs focused on assisting and/ or integrating migrants
- Experience about instructional design and learning environments
- specific knowledge is required when engaging with unaccompanied minors and intercultural awareness

Job Description

Trainers, youth workers, coaches and mentors to relate to different profiles of migrant entrepreneurs.

A successful coaching or mentoring relationship depends upon mutual trust. Lack of trust can have negative consequences for the outcomes. Be careful though: The relationship can generate dependency when coaches and mentors become too involved in the entrepreneur's business.

Principal Accountabilities

- Plan and conduct activities for a balanced programme that meets the learning objectives using various methods of delivery
- Establish clear learning objectives for all sessions/workshops and communicate these to the participants
- Deliver a variety of workshops through giving presentations, facilitating learning in small groups and coaching.
- Prepare materials and training rooms for session activities
- Identify and select relevant training resources to meet the needs of the participants
- Provide a positive and motivating environment in which participants are encouraged to actively engage in the learning process
- Foster person-centred instruction
- Have pedagogical information to understand the learning psychology and cognitive processes of youngsters
- Mentoring and coaching skills
- Demonstrate cultural awareness and sensitivity, with the capability of detecting potential issues that could arise in respect to the cultural profile of the host country [Note: I believe this is necessary due to potential conflicts between different cultural and societal norms in particular regarding the rights of women and sexual minorities in Europe as compared to the Middle East
- Feedback on and input into course material and design
- Collect feedback from participants and synthesize in a report
- assess the needs of young migrants to correctly plan and deliver programmes related to areas such as work life, laws and regulations of how to set up a business,
- regularly monitor and review the quality of the local youth work provision
- run community/environmental projects, residential activities, outdoor education and in-company trainings
- support young migrants also in different settings, including employment opportunities.
- mentor, coach and support individuals, encouraging greater social inclusion

- work in partnership with professionals from other organisations that support young migrants such as social care, health, police, education, youth offending teams and local authorities
- attend and contribute to multi-agency meetings, bringing together practitioners from different sectors
- attend regular training and development opportunities to maintain an up-to-date knowledge of trade and refugee policy developments
- undertake administrative tasks, maintain effective recording systems and respond to queries
- work with families of young migrants to win support for improved provision and act as an advocate for young migrants interests
- draw up business plans, write reports and make formal presentations to funding bodies

Guidance on the role of the personal mentor (mentor/youth worker/trainer) within YME

Introduction

It would be ideal if all participants are assigned a Personal Mentor throughout their training. The personal Mentor is an invaluable resource for participants. Quality mentoring is very much dependant on a good relationship between mentor and student

The Personal Mentor is there to encourage and support participants to look after their own interests - whether related to their training, work experience, setting up a business or other aspects of their life. Personal Mentors provide guidance and advice, discuss progress and help participants to develop a range of cultural and professional skills.

The Personal Mentor provides each participant with a named contact, who they can talk to about their development and any personal concerns. They are therefore extremely influential in enhancing the quality of the migrant students' experience.

The Personal Mentor has a key role in supporting the participants to achieve and self-confidence and also their potential and to provide advice, directing them as necessary to appropriate sources of advice and guidance. At times it may be necessary for the Mentor to positively challenge participants about their progress, performance or attendance and create a long-term relationship.

The mentor has to establish the responsibilities of participants

It is important that the Mentor is explicit with the participants about their responsibilities to ensure a successful relationship. It should be emphasised that the relationship between participant and organisation (including the Mentor) is a *client-service provider* one and the relationship is subject to country specific laws. It should be also emphasised that these laws protect both the client and the service provider.

As a minimum these responsibilities should include:



- Contact Mentor or organisation if they are going to be absent in advance *and/or* agree an alternative time to meet , for example if ill and unable to attend training and work placement
- Be pro-active in seeking support when needed
- Talk about any disability, health condition, or religious and cultural impediments to find the correct support
- Notify problems that are affecting their attendance or having an adverse effect on their progress
- Show respect to their peers, staff from your organisation, Mentor and any other member of staff they come in contact with.
- Show respect to their peers, mentors, staff from your organisation, and any other member of staff they come in contact with.
- Show respect to the values and beliefs belonging to the local culture and to the cultures of participant's peers
- Make a timesheet when and where your personal Mentor is available as soon as you can
- Let youth Mentor know if you need support to resolve problems related to your training or personal life
- See your personal Mentor whenever you are requested to do so and constructively prepare for these meetings. Although it is your Mentor's responsibility to set up and invite you to regular meetings, it is your responsibility to attend them. Mentors will be asked to keep a record of trainers who do not attend these meetings.
- Follow up for yourself any advice or guidance given

The importance of the first meeting with your participants and assessment grids.

The Mentor needs to establish a basis for a good relationship. It is also important to spell out the boundaries of the relationship right at the start:

- Supporting the young migrants: They should be encouraged to take responsibility for communicating their needs and for seeking appropriate support.
- Identifying the problem: Try to establish the nature of the problem and do not assume that you know what the problem is in advance.
- Offering Support: Personal mentor often choose to offer support to young migrants themselves but at all times remember to never take on more than you can handle and refer the young migrant to appropriate support when needed.
- Clarify for the Participant the role as Personal Mentor
- Establish how participants can contact the Mentor, including office hours
- Discuss and agree ground rules and boundaries for working together
- Ask the participants about themselves, their decision to embark on the program.
- Ask about their living arrangements, accommodation - are there any issues
- Check that they are aware of their timetable (i.e. of training, Mentorials, work experience, etc.)
- Encourage the participants to prepare in advance for their meetings
- Help the participant to understand their own responsibilities (to themselves, their group, your organisation and their work experience)
- Ensure that that they know what support is available in an emergency Communicate the next meeting topics at the end of the meeting
- Encourage the student to bring her/his pre-learned/pre-achieved skills, competences, background knowledge etc. to the peers as an asset for her/his learning



								Name of Participant Evaluate the participant by scoring 1-10 (1- not existing – 10 excellent)
								The Entrepreneurial Mind set
								Entrepreneurial Risk Management
								Searching for a job/start up idea
								Conduct a skills audit
								Applying for a job/start up idea
								Resourcing skills
								Preparing for an Interview / clients / banks
								Completion of IDP
								Interview & communication skills
								Review own progress against IDP
								Self-management skills
								Features of your work
								Creative Problem Solving
								Selection of a project
								Creativity and Innovative Skills
								Writing a report
								Carry out a presentation
								Communication Skills

