



ENGAGEMENT MENTORING AS A TOOL FOR  
SUPPORTING THE POSITIVE NARRATIVE OF ROMANI  
CHILDREN AND THEIR ENROLLMENT IN THE EDUCATION  
SYSTEM

A circular inset image showing a stack of several books with various colored spines (green, blue, white, brown).

# HANDBOOK

## TRAINING FOR ENGAGEMENT MENTORING IN EDUCATION



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# INDEX



The purpose of this document is to introduce the "Training for Engagement Mentoring in Education", a training curriculum that presents 6 modules in two applicable layers: theoretical material and practical usage material, to professionals who support the educational inclusion of Roma people, such as teachers, social workers, counselors, mediators, etc. The Handbook aims to offer new tools to adult trainers, educators from different institutions, social workers, and learners to aid in their preparation for the role of intercultural mediators and mentors.

The organizations involved in the elaboration of the training materials are:



- PalNetwork, Belgium
- AW20, Italy
- CUBE, Greece



This Handbook has been prepared as part of project “Engagement Mentoring as a tool for supporting the positive narrative of Romani children and their enrollment in the education system” with reference number: *2022-1-BE01-KA210-ADU-000081894.*

*ACT 06: Finalization of the training handbook*

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# INTRODUCTION

The "Training for Engagement Mentoring in Education" is a project outcome that was developed with input from project partners. Its goal is to prepare trainers and social workers who work with Romani young people and children for the role of intercultural mediators/mentors aiming to address early school leaving, educational opportunities, and educational processes.

The curriculum contained in this Handbook is created from 6 modules, as follows:

**Module 1:** Setting up mentoring and mediation connections

**Module 2:** Self-Esteem and resilience

**Module 3:** Engaged Listening and Efficient Communication

**Module 4:** Interactive methods and techniques for trainings in multi-ethnic environment

**Module 5:** Conflict mediation and dilemma solving, skill-enhancing mode

**Module 6:** Mental health, well-being & alcohol and drugs

The topics covered in the modules include target group identification and requirements, using approaches, targeted exercises, common problems, and problem-solving strategies. Such a curriculum is now necessary due to the distinctive inclusion technique used when concentrating on Roma individuals in order to create good outcomes. People from the Roma community have very specific communication, trust, and process engagement attributes. By persuading their families of the significance of the results, it is necessary to inspire kids and teenagers to take part in the mentoring process. One of the areas where the curriculum is new is in the area of the useful tools. The transferability of this project result also takes into account its use in different learning processes that have the same target audiences, including job interventions, kindergarten support and others.


Each of the aforementioned Modules consists of: Theoretical part and practical exercises as Annexes to the Handbook. The practical annexes in the form of creative individual and group activities, active discussions, and assessment tools, are useful guidance to the trainee on how effectively to put into practice the theoretical knowledge gained.

# TARGET AUDIENCE

Romani mentors, sometimes known as "ambassadors," are seen as important role models and a potential instrument for successfully implementing the integration process for Roma people. It is crucial to demonstrate the effectiveness and positive outcomes of education in terms of personal development. We are aware that the scientific monitoring and methodical assessment of mentoring programmes is a critical component of quality assurance. The introduction of mentorship initiatives appears to be a workable method of integrating Sinti and Roma into schools, based on prior European and worldwide experience.

Additionally, it is crucial for Roma mediators to have a professional demeanor that will enable them to resolve disputes. To that end, the PalEnroll project seeks to address skill gaps and mismatches in professionals who support Roma children in education by giving them access to a mentor approach designed to effectively guide disadvantaged children on their path to inclusive education and the avoidance of Early School Leaving (ESL).

## TARGET GROUPS

A large red circular graphic on the left side of the page, resembling a stylized wheel or a fan, with white segments radiating from the center.

Trainers, experts in social integration, social workers, educators, teachers, job counselors with relative experience in working with Romani people or other exclusion groups.

Experts worked in the research and studies of the Romani mediation process and policy makers.

Local stakeholders and social services at national & international level

Mentoring experts with/without experience with Romani people but experienced in mentoring of social inclusion groups

Mediators, counselors and experts with Romani background

# MODULE 1

## Setting up mentoring and mediation connections

### Main content

This module provides an overview of mentoring and mediation processes, and how to establish a good relationship with the mentee or other institutions and organizations. Moreover the module give clear and comprehensive overview of the skills needed for mentors and mediators and includes additional information regrading the the challenges in the mediation and mentoring process.

### Learning outcomes

Upon completion of Module 1, the learner will be able to:

- Demonstrate general theoretical knowledge about mentoring and mediation.
- Establish long term professional relationships with mentees, NGOs, and other institutions.
- Get a clear understanding of the challenges in the mentoring and mediation process

### Beneficiaries

The target group of this activity are Romani practitioners and trainers interested to receive upskilling and get involved in the process of mentoring and mediation.

**Duration:  
7 hours**



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# 1.0 INTRODUCTION

Mentoring and mediation are invaluable tools that play pivotal roles in fostering personal and professional growth. By providing guidance, support, and constructive feedback, they empower individuals to unlock their full potential and navigate the challenges of life and work.

**Mentoring**, the process of developing a relationship with a more experienced individual, offers a wealth of benefits. Mentors serve as trusted advisors, sharing their knowledge and expertise to help mentees develop skills, set goals, and make informed decisions. They provide a nurturing environment for learning, offering valuable insights and perspectives that can significantly accelerate personal and professional growth. Mentoring relationships also enhance self-confidence, as mentees receive validation and encouragement from their mentors.

Similarly, **mediation** acts as a powerful tool for resolving conflicts and promoting understanding in various contexts. Whether in personal relationships or professional settings, conflicts are inevitable. Mediation offers a structured process where a neutral third party facilitates communication and assists in finding mutually beneficial solutions. By encouraging open dialogue, active listening, and empathy, mediation helps individuals gain a deeper understanding of the underlying issues, leading to improved relationships and enhanced problem-solving skills.

Both mentoring and mediation contribute to personal and professional growth by fostering self-awareness, improving communication skills, and expanding knowledge and perspectives. They create a supportive environment where individuals can explore their strengths, address weaknesses, and overcome obstacles. As mentees and participants in mediation develop greater self-confidence and interpersonal skills, they become better equipped to tackle challenges and seize opportunities, ultimately leading to a more fulfilling and successful life.

## 1.1 DESCRIPTION OF MENTORING

Mentoring is a profound and dynamic relationship that fosters personal and professional growth. It entails an experienced and knowledgeable individual, known as a mentor, providing guidance, wisdom, and support to a less experienced person, called a mentee. The mentor shares their expertise, insights, and life lessons, acting as a trusted advisor and role model. Through regular interactions, the mentor assists the mentee in setting goals, navigating challenges, and unlocking their potential. This nurturing alliance cultivates self-confidence, skill development, and a broader understanding of the mentee's chosen field. Mentoring serves as a powerful platform for knowledge transfer, inspiration, and the nurturing of meaningful connections between individuals on different stages of their respective journeys.



## 1.2 DESCRIPTION OF MEDIATION

Mediation is a transformative process where a neutral third party assists conflicting parties in finding common ground and reaching mutually acceptable agreements. Unlike litigation or arbitration, mediation focuses on fostering communication and understanding rather than imposing a binding decision. The mediator guides the participants through open discussions, encouraging them to express their concerns, needs, and interests. By doing so, they create an environment conducive to exploring creative solutions and building consensus. Mediation promotes cooperation, saves time, and reduces costs compared to traditional legal avenues. It empowers individuals to actively participate in resolving their disputes, ultimately fostering long-term relationships based on mutual understanding and respect.



# 1.3 SETTING UP A MENTORING RELATIONSHIP: UNLOCKING THE POWER OF GUIDANCE

In today's competitive and rapidly evolving world, having a mentor can be an invaluable asset for personal and professional growth. A mentor is someone who shares their knowledge, experiences, and guidance to help another individual navigate their path and reach their full potential. Building a mentoring relationship is a rewarding and transformative journey that can lead to long-lasting benefits. Let's explore the key aspects of establishing a strong mentoring relationship.

First and foremost, trust is the foundation of any successful mentoring relationship. Trust is established through **open and honest communication, confidentiality, and mutual respect**. Both the mentor and the mentee should feel comfortable sharing their thoughts, challenges, and aspirations. A safe and non-judgmental environment fosters trust, allowing the mentee to be vulnerable and open to receiving guidance.

Effective communication is another crucial element. Clear and consistent communication ensures that expectations, goals, and progress are understood by both parties. The mentor should actively **listen to the mentee**, offering insightful feedback and advice. Regular check-ins, whether in person or through virtual platforms, help maintain momentum and provide opportunities for reflection and discussion.

A mentoring relationship thrives on mutual learning and growth. While the mentor brings expertise and experience, the mentee also has unique perspectives and ideas to contribute. The mentee should be proactive in seeking feedback, asking questions, and sharing their own insights. This reciprocal exchange of knowledge fosters a dynamic and enriching partnership, benefiting both individuals involved.

**Setting goals and creating a roadmap for development** is an essential aspect of the mentoring relationship. The mentor and mentee should collaboratively identify specific objectives that align with the mentee's aspirations. These goals can be short-term milestones or long-term visions. Regularly revisiting and adjusting these goals ensures progress and keeps the mentoring relationship on track.

**Accountability** plays a significant role in the success of a mentoring relationship. Both parties should hold themselves accountable for their commitments and actions. The mentor can provide guidance and support, while the mentee takes ownership of their growth and actively implements the mentor's advice. A sense of responsibility ensures that the mentoring relationship remains productive and impactful.

Finally, it is essential to embrace **flexibility and adaptability** within the mentoring relationship. As circumstances change, goals may shift, and new challenges may arise. Both the mentor and mentee should be open to adjusting their strategies and approaches accordingly. Flexibility allows for a dynamic mentoring relationship that can address evolving needs and maximize growth opportunities.

**Building a mentoring relationship requires time, dedication, and patience.** It is a journey that extends beyond a formal arrangement, often becoming a lifelong connection. The mentor's guidance can inspire the mentee to overcome obstacles, gain new perspectives, and seize opportunities. The mentee's growth and achievements, in turn, can be a source of pride and fulfillment for the mentor.

In conclusion, building a mentoring relationship is a powerful and transformative experience for both the mentor and mentee. Trust, communication, mutual learning, goal-setting, accountability, flexibility, and dedication are key elements that contribute to the success of this partnership. By fostering a strong mentoring relationship, individuals can unlock their potential, achieve personal and professional growth, and navigate their journey towards success.



## 1.4 SETTING UP A MEDIATION RELATIONSHIP: FOSTERING UNDERSTANDING AND RESOLUTION

In today's fast-paced and interconnected world, conflicts and disputes are inevitable. Whether they arise in personal relationships, professional settings, or community interactions, finding a way to resolve these conflicts amicably is crucial for maintaining harmony and fostering growth. Mediation, as a peaceful and constructive approach, offers **a pathway to resolving disputes by promoting understanding, collaboration, and compromise.** However, building a mediation relationship is essential for ensuring the effectiveness of the process and achieving successful outcomes.

At the heart of any mediation relationship lies the concept of trust. Establishing trust between the mediator and the parties involved in the dispute is a fundamental step towards building a strong foundation. Trust is nurtured through open and honest communication, confidentiality, and a neutral stance taken by the mediator. By actively listening to the concerns and interests of all parties, the mediator can create an environment where each person feels heard and respected. This sets the stage for constructive dialogue and the exploration of mutually beneficial solutions.

Another vital aspect of building a mediation relationship is creating a **safe and inclusive space.** Conflict can often trigger strong emotions and defensive reactions, making it crucial to foster an atmosphere where individuals feel comfortable expressing their thoughts and emotions.

Mediators can facilitate this by **maintaining a non-judgmental attitude**, reframing negative language, and encouraging **empathy**. By promoting empathy, the mediator encourages parties to see the situation from each other's perspective, enhancing understanding and facilitating the resolution process.

Effective communication is the backbone of any mediation relationship. A skilled mediator employs various communication techniques, such as active listening, paraphrasing, and clarifying, to ensure clear and accurate understanding between the parties. Mediators also help parties to articulate their needs, interests, and concerns effectively. This not only aids in identifying common ground but also encourages collaborative problem-solving. By focusing on interests rather than positions, mediators guide the parties towards finding creative and mutually acceptable solutions.

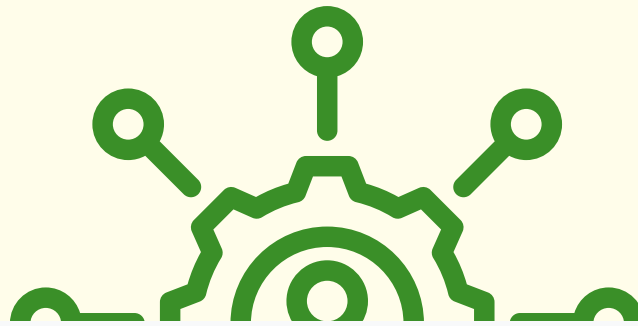
**Flexibility and adaptability** are essential traits for mediators when building a mediation relationship. Every conflict is unique, and the mediator must be able to adapt their approach to suit the specific circumstances and dynamics involved. Mediators should be sensitive to cultural differences, power imbalances, and emotional needs, tailoring their strategies accordingly. By demonstrating flexibility, mediators can build rapport with the parties and instill confidence in the mediation process.



Lastly, ongoing support and follow-up are crucial for maintaining the integrity of the mediation relationship. After a resolution is reached, mediators should ensure that the agreed-upon terms are implemented and that any necessary adjustments are made. This shows the parties that their efforts and commitments are valued. Additionally, mediators can provide resources for further assistance, such as referrals to professional services or conflict management training, to help parties prevent future disputes.

In conclusion, building a mediation relationship is an intricate process that requires trust, open communication, empathy, flexibility, and ongoing support. Mediation provides a constructive and empowering alternative to adversarial approaches to conflict resolution. By fostering understanding, collaboration, and compromise, mediators can guide parties towards mutually beneficial solutions and help create a more harmonious and resilient society. Investing in the development of strong mediation relationships is an investment in the well-being and progress of individuals and communities alike.





## The Top 10 Soft Skills



Communication



Self-motivation



Leadership



Responsibility



Teamwork



Problem solving



Decisiveness



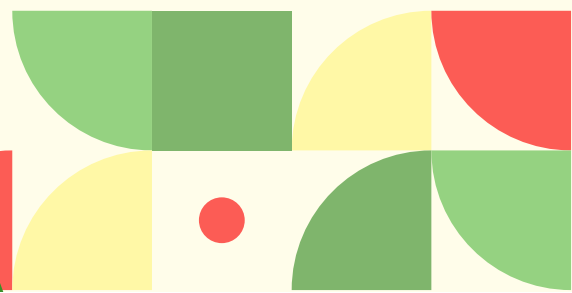
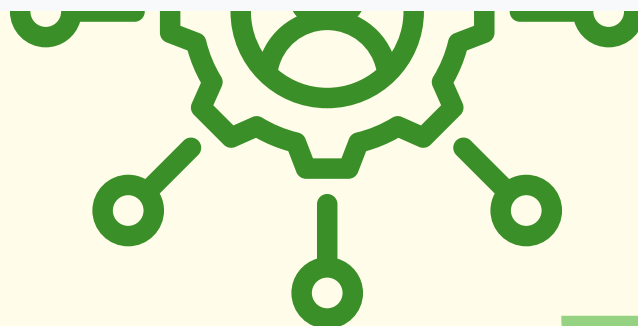
Ability to Work Under Pressure and Time Management



Flexibility



Negotiation and Conflict Resolution



## 1.5 NAVIGATING CHALLENGES IN SETTING UP MENTORING AND MEDIATION CONNECTIONS

Building mentoring and mediation relationships is a valuable process that facilitates personal and professional growth. However, this endeavor is not without its challenges. Communication barriers, resistance, and power imbalances can all impede the effectiveness of these relationships. It is essential to recognize and address these hurdles in order to foster meaningful connections and achieve positive outcomes.

### ***Communication Barriers:***

One of the primary challenges in mentoring and mediation relationships is communication barriers. Differences in communication styles, language barriers, or even generational gaps can hinder the flow of information and understanding. Misinterpretation and misunderstanding can easily arise, leading to a breakdown in the relationship. Active listening, clear communication, and the use of appropriate channels can help overcome these barriers.

## ***Resistance:***

Resistance is another common challenge encountered in these relationships. Mentees or parties involved in mediation may exhibit resistance due to fear, skepticism, or a reluctance to change. Overcoming resistance requires building trust, fostering open dialogue, and demonstrating the value and benefits of the relationship. Patience, empathy, and a supportive environment can help individuals navigate resistance and embrace the process.

## ***Power Imbalances:***

Power imbalances can significantly impact mentoring and mediation relationships. When there is a significant disparity in power, such as in hierarchical or cross-cultural settings, it can lead to unequal exchanges and hinder honest communication. Recognizing and addressing power dynamics is crucial for creating an environment of equality and mutual respect. Mentors and mediators should strive to empower mentees and parties involved, ensuring their voices are heard and their perspectives are valued.

In conclusion, building mentoring and mediation relationships is not without its challenges. Communication barriers, resistance, and power imbalances can pose significant hurdles in achieving effective outcomes. However, by acknowledging these challenges and actively working to address them, mentors, mentees, and mediators can foster strong relationships that promote growth and resolution. Through open communication, trust-building, and a commitment to equity, these challenges can be overcome, allowing for meaningful and transformative relationships to flourish.



# MODULE 2

## Self-esteem and resilience

### Main content

The module focuses on self-esteem, resilience and their connection to children and youth from minorities especially from Roma origin.

The aim of this module is to increase the confidence and self-esteem of the youth and increase the chances of success in their academic and personal life. In addition it can also empower the mentor and make their work with the youngsters more effective.

### Learning outcomes

- Gain resilience skills,
- Gain better social skills,
- Build self-confidence,
- Learn how to approach new situations and people,
- Develop interpersonal skills,
- Learn to engage with people from different backgrounds.

### Beneficiaries

The target group of this activity are both mentors and mentees.

**Duration:  
7 hours**



## 2.0 SELF-ESTEEM & SELF-CONFIDENCE

Self-esteem is the overall opinion a person has about their own worth or value. Self-esteem is also closely tied with self-respect, which describes the level of confidence in one's abilities and attributes. Having a healthy amount of self-esteem can improve motivation, mental well-being, school attendance, school performance, and other life successes. However, having an overly high or low self-esteem can be problematic. Having a better understanding of what one's level of self-esteem is can help strike a balance that is just right for a person.

Another term that's connected is self-confidence, which is trust in oneself of having the ability to achieve success. A self-confident person is ready to rise to new challenges, seize opportunities, deal with difficult situations, and take responsibility if or when things go wrong.

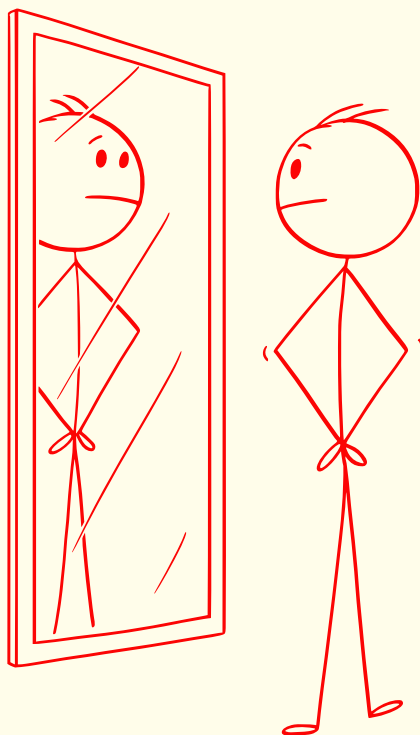
The difference between the two concepts is that self-confidence relates to one's perception of their skills and abilities, and self-esteem relates to the perception of one's self worth and value overall.

Both concepts are closely related so people with low self-confidence will often have low self-esteem and vice versa. However, that's not always the case, it is possible to be highly self-confident and yet to have profoundly low self-esteem.

The topic of self-esteem is very important for children and young people from the national minorities, especially Roma, because of the fact that they often have low self-esteem or self confidence. Which is normal, because not everyone is born with an inbuilt sense of self-confidence, and it's something you can acquire along the way. Sometimes it can be hard to develop confidence, either because personal experiences have caused you to lose confidence or because you suffer from low self-esteem, but it's a process and if one is willing to work on it, their self-esteem and/or self-confidence can improve.

### **What does a confident person look like?**

- They do what they believe is right, even if it's unpopular
- They are willing to take risks
- They admit their mistakes and learn from them
- They are able to accept a compliment
- They are optimistic.



## 2.1 BUILDING SELF-CONFIDENCE

There are a number of things you can do to build your confidence. Some of them are just small changes to your frame of mind; others you'll have to work on for a bit longer to make them familiar habits.

Here's some tips that you can use to learn how to build self-confidence.

- **Remember where you started**

Remind yourself of what you've already accomplished, because it's easy to lose confidence if you believe you haven't achieved anything. Create a list of all the things you're proud of in your life, whether it's getting a good mark on an exam or learning a new recipe. Keep the list in a visible spot so that you can add to it whenever you do something you're proud of.

- **List your strengths**

Everybody is good at something, and have their own strengths, so what are yours? Admitting you're good at something and trying to build on it will help you build confidence in your talents and skills.

- **Set goals**

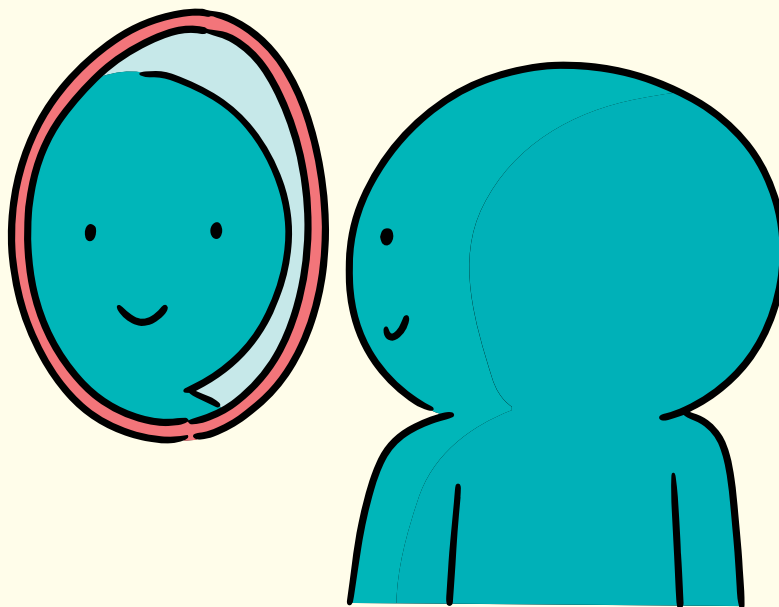
Start goal setting and planning what steps are needed in order for you to achieve what you had planned. Make sure to not overdo it, meaning, keep the goals realistic. They can even be small things like cleaning out your desk or finishing a book you were reading for the past year. Aiming for small achievements will help you gain confidence in your ability to get stuff done.

- **Be kind to yourself**

Feeling confident will be an even bigger challenge if you have constant negative self talk, or a little voice inside you telling you that you're not good enough. Think about your self-talk and how that might be affecting your self-confidence. Treat yourself like you would treat your best friends or family and cheer yourself on constantly.

- **Discover your passions**

Try to find a hobby that you're really passionate about. It could be arts and crafts, some sport you like to play, or whatever you like. If you make progress in one area, your overall motivation rises, so you're also feeling more energetic and confident in your ability to get other things done too.



## 2.2 RESILIENCE

Resilience is the capacity to cope with and adjust to new circumstances. Being resilient enables one to approach other people and circumstances with assurance and optimism, which is crucial for young people given the significant changes that occur as they enter puberty and adulthood.

The capacity for adaptation and recovery when faced with challenges or unexpected events when things don't go according to plan is known as resilience. Being resilient is crucial for advancing in daily life even when circumstances are challenging.

Being resilient does not entail constant happiness, but it does need making a greater effort to prevent oneself from becoming easily dissatisfied when things don't go as planned.

Mentors and mentees from national minorities, particularly those of Roma descent, deal everyday with obstacles, hardships, trauma, tragedy, health issues, and sources of stress including fights at school or relationship issues. However, it is because of their resilience that they are able to handle the trying circumstances and grow from them.

Being resilient is one of the essential elements for success since it enables you to move past setbacks and thrive. It also boosts your confidence and increases your capacity for coping. Additionally, it implies that we take advantage of opportunities as they present themselves.

## 2.3 KEY CHARACTERISTICS OF RESILIENT PEOPLE

- **Self-belief**

It's good if resilient people have strong belief in their abilities to bounce back after a difficult situation. The view of ourselves plus our own opinion about how deserving we are has a direct bearing on our capacity to succeed.

- **Confidence**

Confidence is a key characteristic because even if one doesn't have all the skills and knowledge required to overcome a particular problem, they can be confident enough in acquiring the needed abilities and resources.

- **Having set goals**

Committing to goals gives you the sense of responsibility and belief that even if something goes wrong you need to be persistent in fulfilling the goals. Resilient people are committed to their lives and their goals, and have a strong desire to achieve those goals.

- **Word carefully**

Try using the words challenges and opportunities instead of words such as, problem, struggle, etc. Resilient people view every difficulty as a challenge, not as a paralyzing event. They look at their failures and mistakes as lessons to be learned from, and as opportunities for growth.

- **Personal control**

Resilient people never think of themselves as victims, they focus their time and energy on situations and events they have control over.



- **Support system**

Resilient people don't waste time worrying about what other people think of them or giving in to peer pressure, they have strong, healthy relationships and support networks that assist them increase their productivity and performance.

- **Self control**

As a resilient person, it's important that one doesn't dwell on their failures but acknowledge the situation, learn from their mistakes, and then move forward.

- **Personality**

Resilient people also demonstrate great flexibility, high energy, mental agility and consistently perform at their highest level.

### **Developing resilient mindset:**

Even if you're not a resilient person naturally, you can learn to develop a resilient mindset and attitude by incorporating the following habits:

- **Get enough sleep and exercise regularly**

By doing this, you can control stress more easily. The healthier you feel, the easier it is for you to cope effectively with challenges in your life.

- **Practice positive thinking**

Don't let negative thoughts hold you back. If your inner dialogue is negative, it will be more difficult for you to bounce back after a setback.

- **Challenges instead of problems**

You can word differently and think of it as opportunities, a test, or a challenge.

- **Learn from your past mistakes**

Past lessons have the ability to teach you something important, or help you discover a pattern.

- **Build strong relationships with peers**

Surround yourself with supportive people that won't bring you down but motivate you during hard times.

- **Self-confidence**

Develop your confidence in your capacity to handle challenges despite obstacles and pressures. You'll have the stamina to keep going forward and take the chances necessary to advance when you acquire confidence and a strong sense of self.

- **Flexibility and change**

Focus on the circumstances that you can control while accepting that change is a part of life and that some ambitions might no longer be possible as a result of unfavorable circumstances.

- **Setting realistic, achievable and measurable goals**

Goal-setting should inspire motivation. Setting smaller, more manageable linked goals known as sub-goals might help people feel more motivated (while reducing feelings of pressure or "failure").

- **Avoiding negative self-talk**

A key strategy for boosting self-esteem is to actively practice positive self-talk. Self-talk, or mental reflections on one's ability and/or image, has a significant impact on one's self-esteem and opinions of one's own abilities.

- **Interpersonal skills**

It's a useful tool for young people, especially understanding how to interact with individuals from other backgrounds, that will boost self-esteem and ability to sustain personal and rewarding connections.



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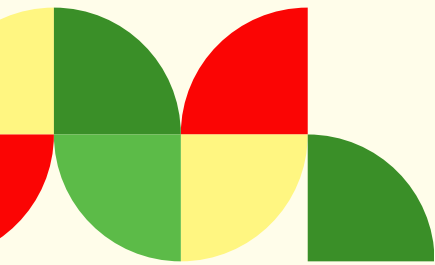
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## MODULE 3

# Engaged Listening and Efficient Communication

### Main content

This module's primary focus is on engaged listening and efficient communication. It includes useful active listening and communication skills and also information on non-verbal clues.

### Learning outcomes

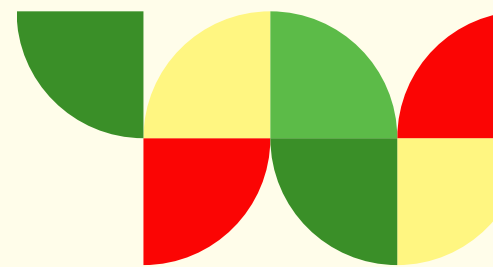
Upon completion of the module the learner will be able to:

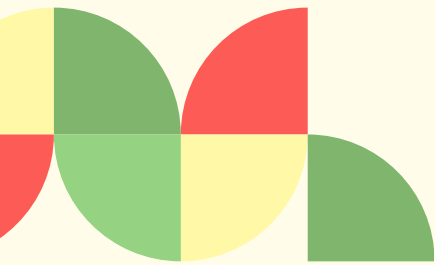
- Learn useful communication and listening skills
- Learn communication principles
- Get familiar with active listening techniques
- Learn the verbal and non-verbal clues in the communication process

### Beneficiaries

The target group of this activity are Romani practitioners, trainers, social workers, youth workers etc, that are interested to gain skills and get involved in the process of mentoring and mediation.

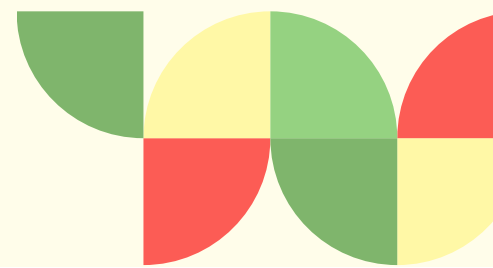
**Duration:  
7 hours**



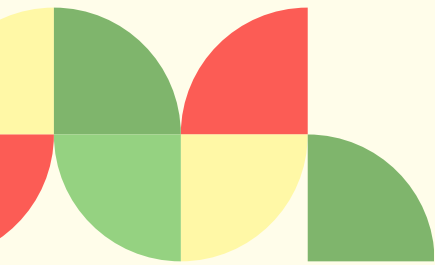


## 3.0 INTERPERSONAL RELATIONSHIPS

Engaged listening and efficient communication are crucial skills that have an impact on interpersonal relationships and facilitate meaningful conversations. These skills complement each other, as listening with intent forms the foundation for efficient communication. This module, will cover both concepts, exploring their key aspects and offering practical tips for incorporating them into your daily interactions. By possessing these skills, you can enhance your relationships, build trust, and foster a healthy and productive environment for meaningful conversations.







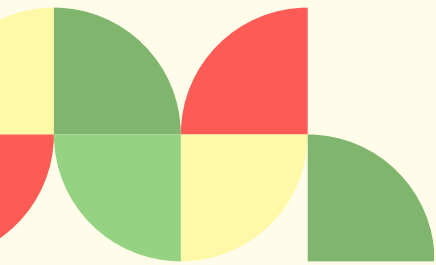
## 3.1 ENGAGED LISTENING: LISTENING WITH INTENT

Engaging listening is fully engaging with the topic of conversation and understanding what the other person is saying. It's not only hearing the words, it's also paying full attention, being present in the moment, and focusing on what the speaker is saying. Some of the key aspects of engaged listening are:

**1. Paying attention:** The fundamental component of active listening is giving the speaker your full attention. Establishing a solid foundation of unbroken focus through frequent eye contact that expresses your entire presence and participation is essential. Additionally, using the right body language can greatly improve the efficacy of your listening abilities. Face the speaker directly to show that you are genuinely interested in what they have to say. Nod occasionally to show that you comprehend what they are saying and to urge them to go on.

It's crucial to eliminate any potential distractions in order to create an environment that is receptive to meaningful discussion. Put away any electronic gadgets or other items that can catch your attention by taking proactive measures to do so. You may foster frank and honest conversation by getting rid of outside distractions.



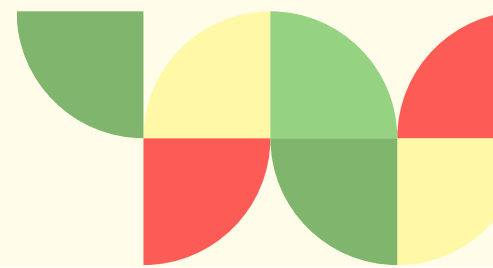


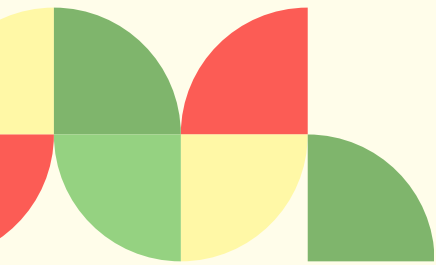
Additionally, active listening incorporates internal aspects in addition to external behaviors. Develop a mentality of curiosity and empathy while sincerely attempting to comprehend the speaker's viewpoint. Allow the speaker plenty of time to finish their thought by being patient and refraining from interrupting or hurrying the discourse.

**2. Demonstrating interest:** Showing genuine interest in the speaker's words and viewpoints is essential if you want them to contribute more. You can show your interest and ask the speaker to elaborate by nodding occasionally or using vocal cues like "I see" or "Can you tell me more?"

**3. Avoiding interruptions:** Allow the speaker uninterrupted time to finish their thoughts. Don't impose your ideas or opinions too soon. Allow them the time and space to express themselves clearly and finish their thoughts before reacting. By doing this, you foster an environment of deference and show that you value their opinions.

**4. Paraphrasing and clarifying:** There's more to effective communication than just listening to someone else talk. It calls for understanding and attentive listening. Restating the speaker's points in your own words is one method to illustrate this. By doing this, you demonstrate that you are making an effort to match your understanding with the meaning that is meant in addition to listening intently. This method aids in avoiding misunderstandings and misinterpretations.



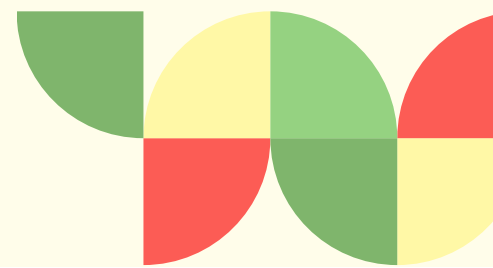


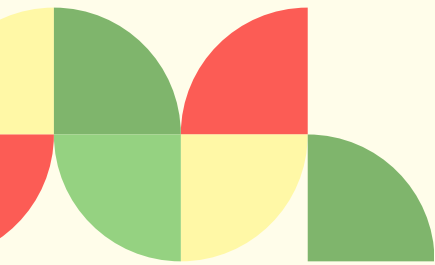
Further, it's critical to ask questions in order to get clarification on any topics that are unclear or confusing. Asking for clarification encourages clearer communication rather than assuming or speculating about the speaker's intentions. It guarantees that you are in agreement and gives you the chance to clear up any possible misconceptions.

To sum up, asking for clarification and paraphrasing the speaker's message are essential components of good communication. They improve comprehension, reduce misunderstandings, and promote a more fruitful and peaceful exchange of ideas.

**5. Empathizing:** Beyond just hearing and comprehending what is being said, active listening is a potent talent. It requires the capacity to fully understand the speaker's thoughts, feelings, and emotions in order to empathize with them. We may establish a stronger bond and a secure environment for candid communication by placing ourselves in their position, accepting their experiences, and exhibiting empathy and compassion.

Active listening involves paying attention to what is being said as well as making an effort to decipher the emotions and underlying meaning that are being conveyed. This calls for us to give the speaker our whole attention and to be completely present in the discourse. We may help people feel appreciated and respected by doing this as it shows that we genuinely care about their opinions and feelings.

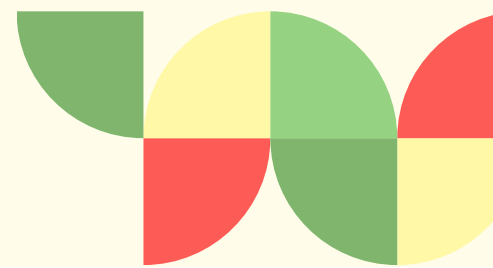


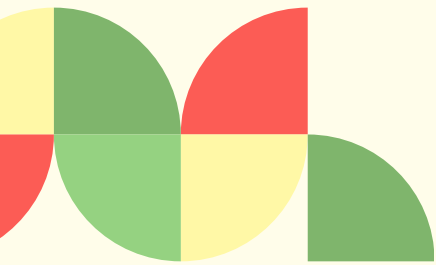


In order to engage in active listening, empathy is essential. It entails moving beyond our own viewpoints and attempting to view the world from the speaker's point of view. We can comprehend their experiences and feelings better if we do this. Empathy fosters a human connection with the speaker and encourages transparency and trust.

In addition, active listening fosters the development of a secure and encouraging conversational atmosphere. When we actively listen to someone without passing judgment or interjecting, we encourage them to talk freely. This may result in more candid and transparent dialogues where people feel at ease disclosing their ideas, worries, and views.

We may establish a stronger connection by really understanding the speaker's feelings and points of view when we empathize with them. Facilitating a secure environment for candid communication fosters deeper exchanges of ideas and improves understanding between parties. We may foster a respectful and empathic culture and improve our connections on a personal and professional level by engaging in active listening.



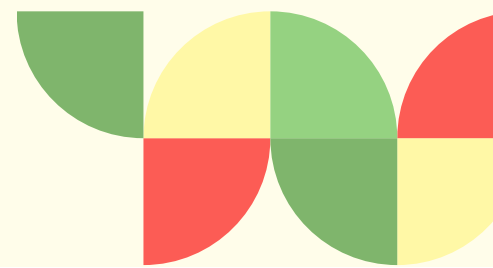
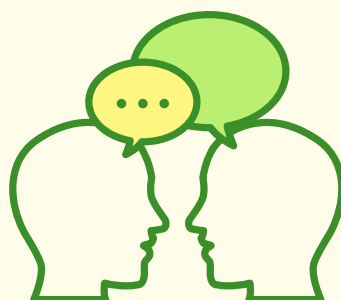


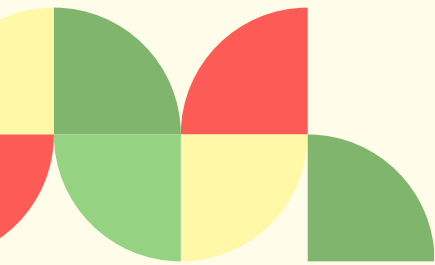
## 3.2 EFFICIENT COMMUNICATION: SHARING WITH CLARITY

Clear and precise expression of your thoughts, ideas, and feelings is essential to effective communication, as is attentive listening to others. It's a two-way process that calls for proficient speaking and listening. Let's examine some crucial components of successful communication:

**1. Clear and concise expression:** Make sure your message is comprehended by using language that is clear and concise. Steer clear of technical phrases or jargon that might mislead the audience. Before you talk, have your ideas in order so that they make sense. Make sure to express your arguments clearly and, where necessary, back them up with anecdotes or examples.

**2. Engaged listening:** Active listening is a prerequisite for effective communication. Keep an eye out for non-verbal clues like body language and facial expressions in addition to what they say. By keeping eye contact and providing pertinent questions to elicit a deeper understanding, you may demonstrate that you are paying attention and are interested in their message.





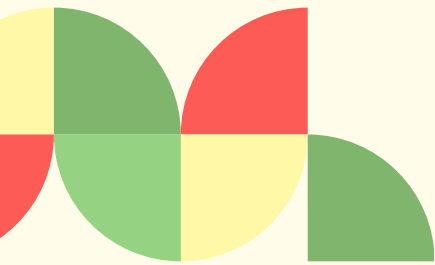
**3. Non-verbal cues:** A vast array of non-verbal clues are used in communication, which is not only words. Your body language, tone of voice, and facial expressions should all be carefully considered in addition to what you say, since they may greatly impact how your message is understood. Your intended meaning of your words may be strengthened or weakened by these nonverbal cues.

It's critical to make sure your nonverbal clues and the message you want to get over while speaking. When you're talking about something you're passionate about, for example, your tone of voice, your facial expressions, and your body language should all convey this intensity. On the other side, your nonverbal clues should demonstrate compassion and understanding if you wish to express empathy or care.

You may improve the overall impact of your message, develop rapport, and foster trust by being aware of your nonverbal cues. On the other hand, contradicting nonverbal cues might cause misunderstandings or confusion.

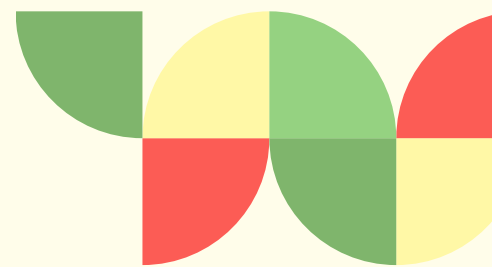
Recall that nonverbal cues are an effective means of enhancing and supporting spoken language. To guarantee a consistent and powerful message, aim for consistency between your vocal and nonverbal clues.



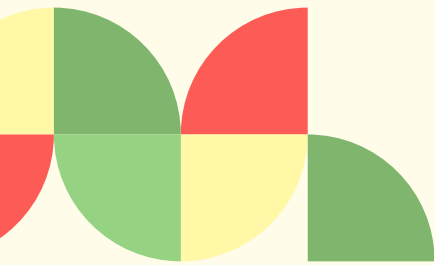


**4. Respectful and open-minded approach:** Respect and receptivity toward others are necessary for effective communication. Even if you don't agree with them, respect their viewpoints and beliefs. Be open to having a productive conversation and creating a space where people of different backgrounds may discuss ideas without fear of being judged. This fosters respect for one another as well as candid and open communication.

**5. Seeking feedback:** Seek input from others in order to promote mutual understanding and enhance communication. Invite them to share their opinions and ideas on the discussion. Be willing to take constructive criticism and, where necessary, seek clarification. This reinforces the communication process as a whole and shows your dedication to ongoing growth.







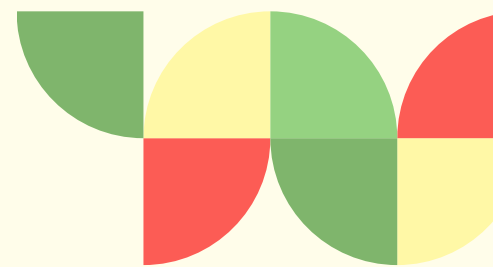
## 3.3 ENHANCING INTERPERSONAL RELATIONSHIPS

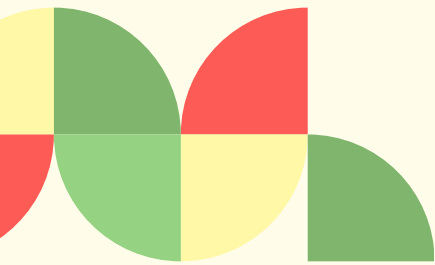
Enhancing your interpersonal connections and fostering a pleasant and supportive atmosphere for meaningful talks may be achieved via the practice of active listening and effective communication. These abilities not only help you engage with others more effectively, but they also help you establish trust and create stronger bonds. The following are some advantages of using good communication and active listening in your relationships:

**1.Improved understanding:** A greater comprehension of the ideas, emotions, and viewpoints of others is made possible by active listening. It makes it possible for you to comprehend them clearly and lessens the possibility of misunderstandings and poor communication.

**2.Improved empathy:** Empathy and active listening foster a feeling of emotional connection and comprehension. You may respond to people with kindness and support, fostering closer relationships, by being aware of their feelings and viewpoints.

**3.Conflict resolution:** In order to resolve disagreements, good communication and active listening are essential. By listening to each other's worries and having an honest conversation, you might discover points of agreement and work toward solutions that will satisfy you both.

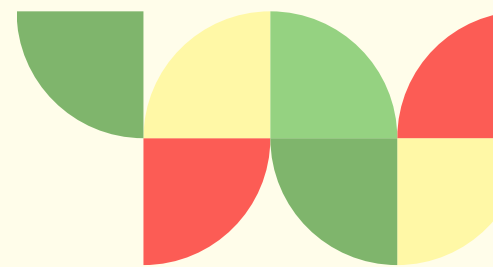


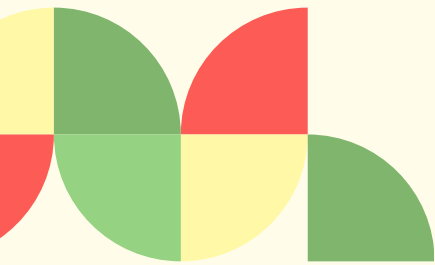


**4. Building trust:** Relationships are built on trust when people listen with respect and sincerity. People are more inclined to trust and open up when they feel heard and understood, which results in deeper and more lasting interactions.

**5. Enhanced collaboration:** Collaboration and teamwork are facilitated by effective communication abilities. Clear communication of your thoughts and attentive listening to others foster an atmosphere where everyone feels appreciated and free to share their viewpoints, which promotes more creative and fruitful solutions.

In conclusion, developing better interpersonal connections is greatly aided by efficient communication and attentive listening. We may create a positive and encouraging environment for meaningful talks by incorporating these techniques into our everyday encounters. In order to engage in active listening, one must actively listen to the speaker, exhibit genuine interest in what they have to say, avoid interrupting, summarize and elucidate what they have said, and demonstrate empathy. Conversely, good communication includes being able to articulate oneself effectively, actively listening, using nonverbal signs, acting with respect and objectivity, and actively seeking out criticism.





We may greatly enhance comprehension, increase empathy, more skillfully settle conflicts, foster trust, and promote cooperation by honing these abilities. Healthy and satisfying relationships are built on a strong foundation of excellent communication and active listening. As a result, it is imperative that we live our everyday lives based on the concepts of successful communication and active listening. As we do this, we will see our relationships grow and prosper, enhanced by deep links and profound connections. Enhancing our communication and listening skills may have a beneficial effect on our interpersonal and professional connections, cultivating an environment of mutual respect, trust, and understanding.



## MODULE 4

# Interactive methods and techniques for trainings in multi-ethnic environment

### Main content

This module provides an introduction to interactive methods, examples and techniques, along with useful exercises aimed to assist prospective mentors with the needed knowledge to work in a multi-ethnic environment.

### Learning outcomes

Upon completion of the module the participant will:

- Gain cultural awareness
- Discover intercultural methods
- Learn about the advantages of the intercultural method
- Discover examples of intercultural training

### Beneficiaries

The target group of this activity are current or prospective mentors and mediators that are willing to gain or expand knowledge on working in a multi-ethnic environment.

**Duration:  
6 hours**

## 4.0 INTRODUCTION

Considering the level of cognitive engagement of students in the learning process, we can distinguish two types of learning processes, the passive and active or interactive type of learning.

Self-explanatory, the difference between the two is that in the passive learning, the student is simply learning the material brought by a teacher, while in the active interactive learning, the student engages in dialogue with the teacher and other participants while the process of information intake.

In this interactive type of learning, the student participates also in some cognitive activities along with other participants, does research, or engages in brainstorming along with the teacher in order to find a solution for some problematic task. These types of interactions can be realized in pairs or groups including teacher/s or students only.

The purpose of the interactive method is to increase student interaction, not only with the teacher/s, but also with their peers. Interactive methods manage to encourage student participation in the educational process while taking the feelings of each participant into consideration. This makes the method more impactful and makes the process of information intake easier for students. In fact, it also has an effect on a personal level promoting behaviour change in students while helping them develop life skills.

## 4.1 DEFINITION

Pedagogical work in a multicultural environment requires interactive educational process – a wide variety of procedures and means to transform learners from passive observers and consumers into active participants in knowledge acquisition. Interactivity means partner relationships and dialogue between different representatives in the group.

Using interactive training samples helps overcoming barriers in communication, stimulating thinking, generating and exchanging of ideas. Each participant in the educational process can make his own contribution. Interaction builds tolerance in communication and implies the ability to listen, adopt, discuss another view or opinion different from one's own.

The choice of procedures depends on the topic and the specifics of the relevant discipline, on the state or situation, which need to be evoked and experienced by the motivation of the participants.

Most often are recommended: group discussion, discussion and presentation of a common (group) project, role-playing game, brainstorming, exercise assessment, debate and others.

The application of interactive learning methods guarantee the manifestation of the indicated signs of interactive interaction.

The more important features of the interactive learning environment refer to:

- changing the roles of the "trainer" and "learned";
- increased student activity, including and through group/team work;
- the functions of the leader (when there is one) as a facilitator and supporter of the study work;
- interactive work methods and techniques (based on interaction);
- combining different forms of control (self-control, group control, indirect and non-authoritarian control by the trainer);
- significant freedom of choice for learners in terms of means, place, the time and rhythm of learning;
- specific organization of time and space - change of different activities c logical sequence;
- maximum use of the space for display, as well as for individual work, work in pairs and in groups;
- a positive, supportive and stimulating micro climate (interpersonal relationships); – permanent feedback.

## **4.2 ADVANTAGES OF THE INTERACTIVE METHODS OF TRAINING**

As already mentioned, there are a lot of ways how the interactive method can be helpful, but here are some of the most important advantages of interactive methods: greater interaction of students with both teacher and peers, dominance of student activity in the learning process, stimulation of professional situations, applying creative ways while coming up with solutions, engaging in discussions and debates, learning different points of view, and coming up with structured arguments.



## 4.3 EXAMPLES OF INTERACTIVE METHODS OF TRAINING

Although the methods would have to be carefully picked and tailored depending on the situation, here are some general examples of interactive methods of training:

- **Discussion methods**

Include brainstorming, round table, panel discussions, debates, etc. and encourage students to think outside of the box and come up with creative and well-structured arguments.

***-Brainstorming***

The purpose of the brainstorming is:

- finding a solution by presenting different opinions
- generating ideas;
- quickly provoking associations on a topic in a short time (1 – 5 minutes).

Steps for implementation could be the following:

- preliminary consideration of the issue of brainstorming;
- specifying the operating time;
- individual presentation of each idea;
- recording of responses;
- comment on individual ideas;
- decision-making.

Mistakes when brainstorming:

- determining the order of speeches
- replacing associations with explanations
- challenging and making fun of someone else's opinion.

### **-Fish bowling technique**

The general idea is that rather than a large group having an open discussion about something, which can be difficult to handle and often only benefits a few active participants, a smaller group (ideally 3 – 6 people) is isolated to discuss while the rest of the participants (maximum of 50 people) sit around the outside and observe without interrupting. Facilitation is focused on the core group discussion. Less people = easier to facilitate.

"Fishbowls" are useful for ventilating “hot topics” or sharing ideas or information from a variety of perspectives. When the people in the middle are public officials or other decision-makers, this technique can help bring transparency to the decision-making process and increase trust and understanding about complex issues.

Sometimes the discussion is a “closed conversation” among a specific group. More often, one or more chairs are open to “visitors” (i.e., members of the audience) who want to ask questions or make comments. Although largely self-organizing once the discussion gets underway, the fishbowl process usually has a facilitator or moderator. The fishbowl is almost always part of a larger process of dialogue and deliberation.

- **Game methods**

Include role-playing, imitation games, simulations, etc. and help to reduce mental tension, and strengthen the motivation of the students. It also develops the organizational and communication skills, and teaches students to coordinate with others and observe other people’s behavior.

- **Analysis of the specific situations**

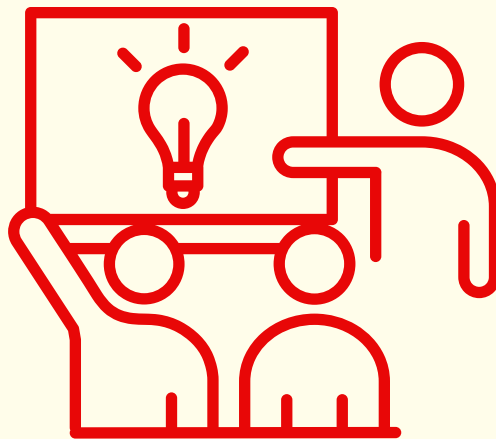
The case-methods helps develop problem-solving skills, and such scenarios can help the students to be more prepared in a real life situation.

- **Design methods**

Usually in the form of a group project, this method includes research project, presentations, etc. It helps students to explore solutions and structure information, collaborate with other team mates, and then present it in front of their peers and teacher/s. While using the active group methods, the teacher can observe the personality traits of the students: the level of self-confidence, self-esteem, anxiety, motivation, etc. and learn how to assist with their weaknesses.

- **Sociology-psychological trainings**

In case the teacher/s notice a weak spot in some skill such as communication or public speech, they can organize a training of some specific skill which is also a form of interactive learning.



## 4.4 COOPERATIVE METHOD OF TRAINING

The cooperative training is a form of mutual training of students. To "cooperate" means for them to work together, pooling their efforts to solve a common problem. Each "cooperating" student fulfills his/her specific part of the work.

There are five components of cooperative training that are crucial tools in solving the tasks of this method:

1. **Positive inter-relations.** The participants work together in a team. The entire team has one and the same goal. All must reach the goal collectively, relying on one another.
2. **Individual responsibility.** Everyone must help others to reach the goal.
3. **Mutual communication.** Each member of the team must listen respectfully to others.
4. **Communication skills.** It is important for each participant to cultivate the skills of listening to others, helping, finding out, verifying, understanding, and making inquiries. These skills help solving problems and resolving conflicts, strengthen communicability, trust and teach to manage.
5. **Gradual working out the skills.**  
The purpose of the lesson is to expand the ideas of students concerning the types of clients, to generate their interest in psychological counseling, and to promote the development of communicative skills.

## 4.5 METHODS FOR INTRODUCING MULTICULTURAL EDUCATION

### 1. Gain a clear understanding of the basic concepts and approaches in multiculturalism education

Multicultural education is a progressive approach to transform the the educational system which is based on the ideas of educational equality and social justice. The components that are mandatory for multiculturalism education includes:

- integration of learning content
- working with prejudices
- creating an owning learning environment and social culture.

These components are interrelated and require close attention as they relate to efforts to address conflicts in today's world both locally and globally. What children learn about interacting with others in kindergarten and school determines how well they will be able to cope with life in the increasingly globalized world that awaits them.

✓ Integration of learning content results from the extent to which teachers use examples and content from a variety of cultures and groups to illustrate key concepts and topics related to the educational disciplines covered.

✓ The process of knowledge creation describes the process by which teachers help learners to understand, explore and identify how the preconceptions, default values, relationships and criteria, and taken-for-granted perspectives in a scientific discipline shape the ways in which that discipline constructs knowledge.

✓ Prejudice reduction describes lessons and activities used by teachers to help their students develop positive attitudes toward different racial, ethnic, and cultural groups. Research shows that lessons and instructional materials that include content about different racial and ethnic groups can help students develop more positive inter-group behaviors and declarative patterns under certain conditions in the teaching context.

✓ A pedagogy of justice exists when teachers make a difference their teaching methods to facilitate student academic achievement from different racial, cultural, and social class groups (Banks & Banks, 1995). An empowering educational culture and social structure is created when the culture and organization of educational institutions be transformed in order to enable students from diverse racial, ethnic, and gender groups to experience equality and equal status.

## **2. Observe your students closely and respect their first-hand experience more than what is written in textbooks and study aids**

David Kolb creates a 4-step model that helps teachers reach a deep understanding of the needs of a particular group of students. The steps that this model prescribes include the transition from concrete experience to reflexive observation, then to abstract conceptualization, and finally to active experimenting with students.

Getting to know this model helps the awareness of the value of diversity in the classroom.

- **Specific experience**

This stage of the learning process emphasizes people's personal involvement in everyday situations. At this stage the learner is more inclined to rely more on your emotions rather than a systematic approach to problems and situations. In a situation of learning the learner relies on his ability to be open and adaptable to the changes. Example: a young person goes to a job interview for the first time.

- **Reflective observation**

In this stage of the learning process, people gain insight into certain situations and gain new ideas using different perspectives. In a similar learning situation the learner relies on and develops his own patience, objectivity and attentiveness discretion, not necessarily taking any action. The formation of opinions are based on one's own thoughts and feelings. In continuation of the already presented example, after finishing the interview for work, the young person reflects on what he has achieved and makes observations on basis of what happened.

- **Abstract conceptualization**

At this stage learning involves using theories, logic and ideas rather than feelings, to understand problems or situations. Usually the learner relies on systematic planning and developing theories and ideas to solve problems. In the example, the young man then considers the job interview process and his representation and tries to make connections with theories or knowledge that can be applicable.



- **Active experimentation**

Learning at this stage takes an active form through experimentation in changing situations. The learner takes a hands-on approach and uses strategies that actually work rather than simply observing a situation. For example, the young person considers ways to improve and tries out methods and strategies learned during the previous stages of learning.

### **3. Get to know your students' learning styles**

Teachers can help students discover their strengths by helping them discover their preferred learning styles and help them learn to take advantage of them. In this way, children and young people can find out which comprehension methods work best for them.

Searching for the learning styles of students in a class is just about itself a lesson in accepting the differences that exist between people. There are a number of theories for determining learning style that focus on various learner characteristics.

### **4. Encourage your students to be proud of their origins**

Teachers should be looking for ways to highlight the differences between their students in a positive way. This can happen through various activities, such as students interviewing their loved ones, creating a family tree, drawing pictures depicting elements of their culture ("time spent with family", family rituals or customs, etc.)

## 5. Consciously examine your biases

So that teachers can encourage multicultural awareness and understanding, they must thoroughly explore their beliefs, values and prejudices. Teachers should be fine familiar with values, traditions, communication styles, contribution to society and interpersonal relationship patterns of their students. Reading about the cultural diversity is a good start, but it cannot replace live interaction with members of the cultures from which the students come.

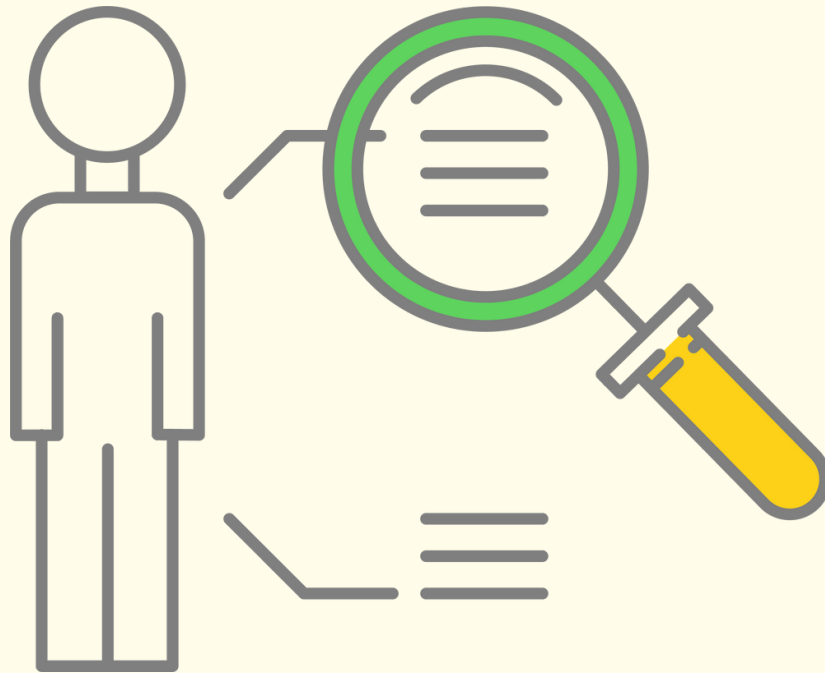
## 6. Create opportunities to celebrate cultural diversity

If use a more creative way that class activities and homework can provide a gateway to the cultural beliefs and practices of the students we work with. Tasks that help students reflect on the things they learn outside of school or about their family stories and traditions can be very helpful to keep us going to get to know our students and inspire them to explore with interest like our own own culture as well as the cultures of others. Visits to the neighborhoods where they live students also help identify what types of social support they are available and what challenges students face outside of school.



# RESOURCES

<https://files.eric.ed.gov/fulltext/EJ1115891.pdf>



## MODULE 5

# Conflict mediation and dilemma solving, skill-enhancing mode

### Main content

- This module focuses on analysing and solving conflicts. The aim is to present helpful tools to assistants/intercultural workers/educators/mentors. working with children/youngsters, especially for those working with minority groups.
- In this module we focus on the skill-enhancing mode to problem solving for situations in the family, school and among friends with a peer to peer conflict solving practice.
- By providing examples of practical exercises the theories presented will be easy to apply in real conflict situations.

### Learning outcomes

By the end of the Module the learner will be able to:

- Understand why conflicts arise,
- Analyze various prejudices that can lead to conflict,
- Have a set of tools to apply for problem solving,
- Apply the skill-enhancing mode in conflict resolution situations,
- Recognize the importance of focusing on strengths in resolving conflicts,
- Use practical exercises for mediation.

### Beneficiaries

The module brings benefits to mentors in schools, sport and leisure activities, families, and mentees.

**Duration:  
6 hours**



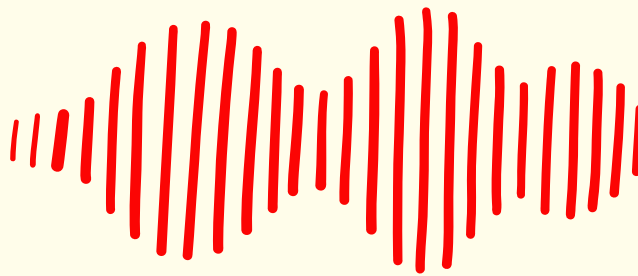
Co-funded by  
the European Union

## 5.0 INTRODUCTION

Conflict is described as a conflict between people caused by disparities in beliefs, attitudes, comprehension, interests, needs, and occasionally even perceptions. Conflicts lead to tense exchanges of words, physical violence, and unquestionably the destruction of harmony and tranquilly. In fact, a disagreement may alter a relationship.

Conflict may turn friends into enemies. Different values and interests, relationships, and structural conflicts are only a few of the numerous reasons of conflict. Cultural differences are the main cause of disputes. Through conflict management, one genuinely learns the potential triggers for conflicts and makes every effort to avert them. Conflict management refers to the actions made to avoid conflict at the appropriate moment and to assist in its quick, easy resolution.

The strengths-based approach is an effective methodology that places a strong emphasis on recognising and utilising the distinctive talents and skills of those engaged in a dispute. By emphasising what individuals can achieve rather than what they can't, this strategy fosters positive development.

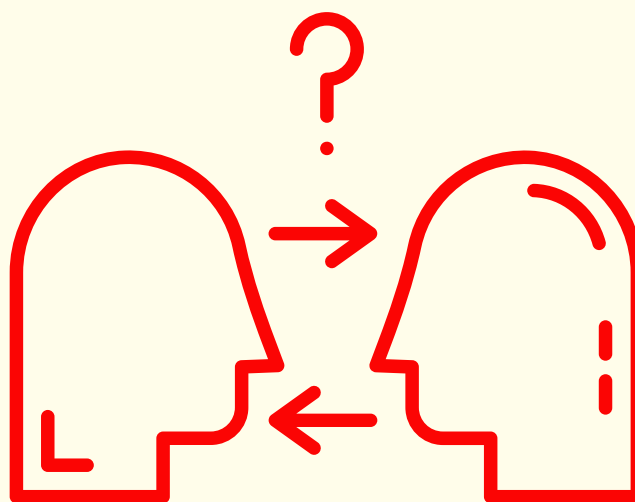


## 5.1 DEFINITION OF CONFLICTS

Conflict is defined as a clash between individuals arising out of a difference in thought process, attitudes, understanding, interests, requirements and even sometimes perceptions. A conflict results in heated arguments, physical abuse, and, definitely, loss of peace and harmony. A conflict can actually change relationships. Friends can become foes as a result of conflict.

Conflicts not only arise between individuals but also among countries, political parties, and states as well. A small conflict not controlled at the correct time may lead to a large war and rifts among countries leading to major unrest and disharmony.

Sometimes conflict appears to be about one thing, but it is, in fact, related to a variety of things. This reality is commonly illustrated by an iceberg metaphor. Factors such as culture, values, and assumptions are always present beneath the conflict in question.



## 5.2 CAUSES OF CONFLICTS

Cultural differences are not often the root of conflicts between individuals who are different, but understanding them is crucial. Cultural variations can affect things like communication patterns, conflict resolution philosophies, task completion methods, decision-making processes, and the manner in which individuals acquire knowledge. There are no universal techniques for resolving cross-cultural issues, and we cannot fully understand every aspect of every culture. However, these two statements are accurate:

**1) People communicate because they want to be heard and understood in every culture, and**

**2) People react to respect and contempt in every society.**

Conflict is caused by five major factors: information conflicts, values conflicts, interest conflicts, interpersonal conflicts, and structural conflicts. When people have different or insufficient knowledge, or disagree about what data is significant, **information conflicts** emerge. When people have perceived or real contradictory belief systems, they cause **value conflicts**. Disputes happen when one individual or group attempts to impose its ideals on another or claims exclusive ownership of a set of values. Competition over perceived or actual contradictory needs causes **interest conflicts**. Such disagreements might arise over money, resources, or time.

When there are misperceptions, strong negative emotions, or inadequate communication, **relationship problems** arise. Oppressive behaviours directed at others produce structural tensions. Limited resources and organizational frameworks can encourage confrontational behaviour.



## 5.3 THE STAGES OF CONFLICT

A conflict has five STAGES:

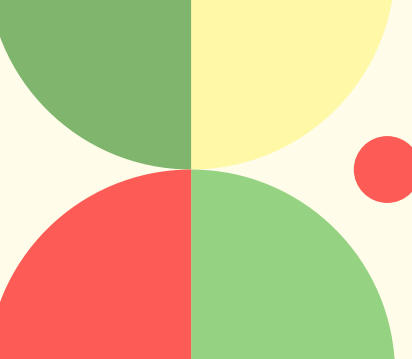
**i. Prelude to conflict** - It includes all of the circumstances that might lead to a dispute between persons. Lack of coordination, disparities in interests, and variations in cultural, religious, and educational backgrounds all contribute to the emergence of conflict.

**ii. Triggering Event** - There can be no dispute on its own. There must be an incident that sets off the dispute.

**iii. Initiation Stage** - The initiation phase is the point at which the dispute has already begun. Heated debates, abuse, and verbal differences are all red flags that the conflict has already begun.

**iv. Differentiation Stage** - It is the stage at which individuals express their disagreements with one another. During the differentiation phase, the grounds for the dispute are raised.

**v. Resolution Stage** - A conflict is a dead end. Individuals must strive to compromise to some level in order to end the disagreement as quickly as possible. The resolution phase investigates various dispute resolution solutions.

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Conflicts can take various forms, including verbal confrontation, religious conflict, emotional conflict, social conflict, personal conflict, organisational conflict, and communal conflict, among others.

Conflicts and fighting with one another never end well. If you are not on the same page as the other person, never argue; instead, attempt to work out your differences. Instead of fights, discussions are always a better and wiser option.

Individual differences in interests, mental processes, needs, and attitudes result in conflict. It is characterised as an interpersonal conflict that results in verbal arguments, physical abuse, and tensions. A dispute never solves a problem; instead, it exacerbates the situation. It breeds contempt among people, stifles productivity, and leaves people feeling demotivated after a dispute.

Conflict mediation is a structured process aimed at resolving disputes or conflicts between individuals, groups, or organizations in a peaceful and constructive manner. The goal of conflict mediation is to facilitate communication, promote understanding, and help the parties involved in the conflict find mutually acceptable solutions. No conflict can just start on its own. There must be an event or an incident to trigger the same.

## 5.4 CONFLICT MEDIATION

Conflict mediation is an organized procedure for peacefully and constructively resolving disagreements or conflicts between people, groups, or organisations.

The purpose of conflict mediation is to enhance communication, increase understanding, and assist conflicting parties in finding mutually acceptable solutions. Here are some important characteristics of dispute resolution:

- **Neutrality:** A trained mediator, who is neutral and impartial, facilitates the mediation process. They do not take sides and are focused on helping the conflicting parties reach an agreement.
- **Voluntary Participation:** Participation in mediation is typically voluntary. Parties enter into the process willingly and can withdraw at any time.
- **Confidentiality:** Mediation sessions are generally confidential. What is discussed during mediation is not disclosed to others without the parties' consent.
- **Structured Process:** Mediation follows a structured format. It typically begins with an opening statement, where ground rules and expectations are set. Then, each party has an opportunity to share their perspective. The mediator may ask questions to clarify issues and encourage dialogue. Finally, the parties work together to find a mutually agreeable solution.

- **Communication and Understanding:** Mediation focuses on improving communication between parties and enhancing their understanding of each other's viewpoints. Mediators help participants express themselves effectively and listen to each other.
- **Agreement:** The ultimate goal is to reach an agreement that resolves the conflict. This agreement is typically put in writing and signed by the parties involved.
- **Cost-Effective:** Mediation can be a cost-effective alternative to litigation or other adversarial methods of conflict resolution.

Mediation is widely employed in a variety of situations, including marital disagreements, job problems, neighborhood difficulties, divorce procedures, and others. It provides a less confrontational and more collaborative approach to conflict resolution, which can result in more long-term and gratifying solutions for all parties involved. Trained mediators play an important role in facilitating this process and assuring its fairness and productivity.



## 5.5 DILEMMA SOLVING: 6 STEPS

Often, discussing and bargaining may fix difficulties.

When you can't discover a solution, the following six dilemma solving steps can help. You may utilise them to solve almost any situation, including difficult choices or decisions and interpersonal difficulties.

### 1. Identify the dilemma

The first step in issue resolution is determining what the problem or dilemma is. This can assist everyone in understanding the issue in the same way. It is better to gather everyone who is touched by the situation and then put the problem into words so that it may be solved.

It's best to work on a problem with teens when everyone is calm and can think properly. This will increase their desire to discover a solution. Arrange a moment when you will not be distracted and praise your mentee for contributing to the solution.

### 2. Think about why it's a dilemma

Assist your mentees in describing what's creating the issue and where it's coming from. Consider the following responses to hypothetical questions:

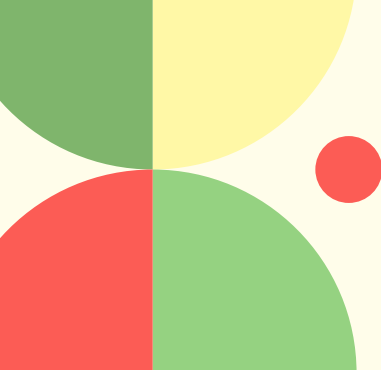
What makes this so essential to you?

Why do you require this?

What do you believe will happen?

What is bothering you?

What's the worst that can happen?

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Try not to argue or debate while listening. This is your opportunity to learn everything you can about your mentees. Encourage them to use terms like 'I need... I want... I feel...' and practice using similar phrases yourself. Encourage them to concentrate on the problem and keep blame out of this phase.

### **3. Brainstorm possible solutions to the dilemma**

Make a list of all the possible solutions for your mentee's dilemma. You're looking for a variety of options, both rational and not-so-sensible. Try not to pass judgement or debate on them just yet.

If your mentee is having difficulty coming up with solutions, start them off with some of your own. You may start by offering a wacky suggestion - amusing or radical solutions often stimulate additional good ideas. Try to brainstorm at least 5 possible answers. Make a list of all feasible options.

### **4. Evaluate the solutions to the dilemma**

Consider the benefits and drawbacks of each offered option in turn. This manner, everyone will have the impression that their ideas were taken into account. It would be useful to mark out solutions that everyone agrees are unacceptable.

When you've compiled a list of benefits and disadvantages for the remaining options, cross off the ones that have more drawbacks than advantages. Now, rank each solution from 0 (poor) to 10 (excellent). This will assist you in identifying the most promising options. The solution you and your mentee select should be one that they can put into action and that has the potential to fix the situation.

## 5. Put the solution into action

Plan out clearly how the solution will function after you've decided on it. It may be helpful to put this in writing and include the following points:

- Who is going to do what?
- When are they going to do it?
- What is required to implement the solution?
- Who is going to do what? Your children will take turns at various points throughout the day.
- When are they going to do it?

After doing their schoolwork, one youngster will take the first turn. While their pals are playing, the other youngster will get their time after supper.

- What is required? A timer is required so that each youngster understands when to quit.

You might also discuss when you'll meet again to assess how well the solution is working.



## 6. Evaluate the outcome of your dilemma solving process

Once your mentees have implemented the strategy, you must assess how it went and assist them in repeating the process if necessary.

Remember that they must give the solution time to function and that not all solutions will be successful. They may need to try more than one option at times. Being able to adjust when things don't go as planned is an important part of effective dilemma solving.

Pose the following questions to your mentee:

- What has shown to be effective?
- What hasn't gone as planned?
- What could you or we change to make the solution run more smoothly?

If the answer does not work, return to step 1 of this dilemma solving procedure and begin again. Perhaps the problem was not what you thought it was, or the answers were insufficient.

Dilemma solving is a valuable skill in both personal and professional life. It requires critical thinking, ethical considerations, and the ability to make tough decisions when there are no easy or ideal choices. It's important to remember that dilemmas are a part of life, and the goal is not necessarily to eliminate them but to navigate them in a way that aligns with your values and objectives.

## 5.6 DILEMMA SOLVING MODEL

The word "dilemma solving" is not widely used, although it appears to apply to the act of confronting and resolving challenges. A dilemma occurs when a person is presented with two or more options, both of which have negative repercussions or trade-offs. When faced with a tough option, dilemma resolution entails finding a solution or making a decision. Here are several important characteristics of dilemma resolution:

**1. Identifying the Dilemma:** The first step in dilemma solving is recognizing that you are facing a dilemma. This involves understanding that there are conflicting options, each with its pros and cons.

**2. Clarifying Priorities:** To solve a dilemma, you often need to clarify your priorities and values. What matters most to you in the given situation? What are your long-term goals and principles?

**3. Gathering Information:** It's important to gather information about each option and its potential outcomes. This can help you make an informed decision.

**4. Analyzing Consequences:** Consider the potential consequences of each option. What are the short-term and long-term effects of each choice? Which consequences are most acceptable to you?

**5. Seeking Advice:** It can be helpful to seek advice from trusted friends, family members, or colleagues. They may offer different perspectives and insights.

**6. Decision-Making:** Ultimately, you must make a decision. This might involve choosing the option that aligns best with your values, principles, and priorities, even if it involves difficult trade-offs.

**7. Accepting Imperfection:** In many dilemmas, there is no perfect solution. Dilemma solving often involves accepting that you may not be able to achieve all your goals and that some level of compromise or imperfection is inevitable.

**8. Learning from Experience:** After making a decision and facing the consequences, it's valuable to reflect on the experience. What did you learn from the process, and how can you apply this knowledge to future dilemmas?



## 5.7 PRACTICAL APPLICATION AND TIPS FOR SUCCESS

Consider the following suggestions for successfully applying this problem-solving model:

- **Maintain open lines of communication:** Encourage open and honest communication amongst all parties engaged in a disagreement.
- **Place a premium on cooperation and support:** Create an environment in which people feel comfortable sharing their thoughts, strengths, and concerns.
- **Be adaptive and flexible:** Review and update the strategy on a regular basis to ensure that it stays effective in resolving disputes as they arise.

## 5.8 ADVANTAGES AND DISADVANTAGES

Benefits of the Dilemma Solving Model:

- **Empowers individuals:** This strategy focuses on strengths, which helps individuals recognize and appreciate their unique qualities, enhancing confidence and self-esteem. As a result, they are more inclined to assume responsibility for the problem and actively participate in its solutions.

- **Enhances collaboration and trust:** The strengths-based approach develops trust and mutual respect among the persons engaged in the issue by appreciating and valuing each person's strengths. This happy atmosphere promotes open conversation and cooperation, which leads to more effective solutions.
- **Long-term solutions:** Solutions resulting from the strengths-based problem-solving paradigm are frequently more durable and successful because they are customized to the persons involved particular talents and resources. These solutions are better able to address the fundamental causes of the conflict and lessen the chance of future disagreements by utilizing strengths.

#### Challenges of the Dilemma Solving Model:

- **Overemphasis on individual strengths:** The strengths-based approach can occasionally lead to an overemphasis on individual strengths, allowing deficiencies to be neglected. To design well-rounded solutions, it is critical to find a balance between utilizing strengths and resolving deficiencies.

- **More time and effort is required:** The process of recognising strengths, developing solutions, and assessing possibilities can be time-consuming and may necessitate extra work from both mentors and students. Investing in this technique, on the other hand, can pay dividends in the long run by developing better connections and more effective dispute resolution.
- **Some people may be resistant to the approach** at first, especially if they are used to more traditional, deficit-based approaches of dispute resolution. To overcome this opposition, open communication must be promoted, the logic for the strengths-based approach explained, and the advantages of effective adoption demonstrated.

## 5.9 CONCLUSION

We can successfully settle disagreements and encourage positive change in our work as mentors for young Romany students by knowing and utilising skill-enhancing problem resolution models. It's important to note that dilemma-solving models may vary in complexity, and they can be adapted to suit different situations. Additionally, the specific ethical or problem-solving model used may differ based on the context, such as business ethics, medical ethics, or personal decision-making. The key is to follow a systematic and thoughtful process to navigate complex dilemmas and make well-considered decisions.

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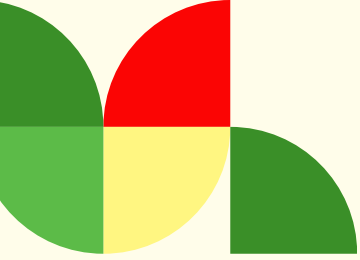
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## MODULE 6

# Mental health, well-being & alcohol and drugs

### Main content

- This module focuses on analyzing crucial aspects of mental health & wellbeing, alcohol, and drugs in children's life in general and in Romani children, in particular.
- In this module we provide valuable information to understand the concepts and importance of mental health and wellbeing in children and youth and raise awareness on locating the indicators, the causes, and effects. Moreover, we proceed to examine and explain the same areas for alcohol and drug use and abuse by children and youngsters.
- We explain ways in which a mediator can promote the wellbeing in children and explain how Mentoring helps youth with mental challenges.
- By providing examples of practical exercises the theories presented will be easy to apply in real life situations.

### Learning outcomes

By the end of the Module the learner will be able to:

- Get familiar with stereotypes and prejudice about the Roma culture.
- Demonstrate general theoretical knowledge about issues of children's Mental Health and Well-being, Alcohol and Drugs.
- Familiarize with the level of mental health and alcohol and drug abuse among young Roma.
- Broaden knowledge about mental health concerns, prevention, and intervention.
- Discover healthy coping mechanisms.
- Learn about the influence of the mentor in helping youth with mental health challenges.

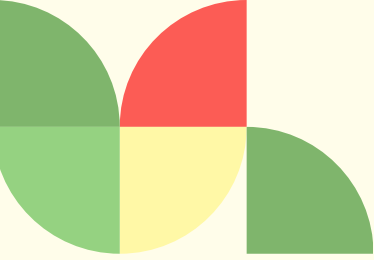
### Beneficiaries

This module brings benefits to therapists, school psychologists, researchers, teachers, career counselors, social workers, etc.

**Duration:  
7 hours**



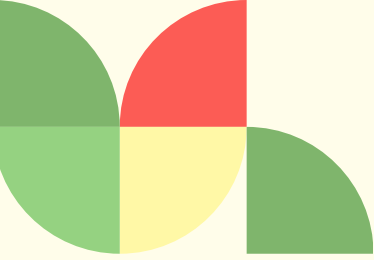
Co-funded by  
the European Union



## 6.0 INTRODUCTION

Conflict is defined as a clash between individuals arising out of a difference in thought process, attitudes, understanding, interests, requirements and even sometimes perceptions. A conflict results in heated arguments, physical abuse, and, definitely, loss of peace and harmony. A conflict can, actually, change relationships. Friends can become foes as a result of conflict.

There are many different causes of conflict: Different values and interests, relationships and structural conflicts. Most conflicts arise from cultural differences. Through conflict management, one actually finds out the possible events which can start a conflict and tries his best to avoid them. Conflict Management involves the steps undertaken to prevent conflict at the right time and also helps to resolve it in an effective and smooth manner. The strengths-based approach is a powerful methodology that emphasizes identifying and leveraging the unique strengths and abilities of individuals involved in a conflict. This approach promotes positive change by focusing on what people can do, rather than what they can't do.



## **6.1 DEFINITION OF MENTAL HEALTH, WELLBEING, ALCOHOL & DRUGS**

Mentoring is a rewarding way to engage with and support the youth in the community. Mentoring offers a long list of benefits, both for the mentor and the mentee. One of the main benefits is the positive impact mentoring has on youth mental health. According to Youth.Gov, young people who have a mentor experience increased high school graduation rates, better interpersonal skills, higher self-esteem and self-confidence, and more.

## **6.2 WHAT IS CHILDREN'S MENTAL HEALTH**

Being mentally healthy during childhood means reaching developmental and emotional milestones and learning healthy social skills and how to cope when there are problems. Mentally healthy children have a positive quality of life and can function well at home, in school, and in their communities.

Mental disorders among children are described as serious changes in the way children typically learn, behave, or handle their emotions, which cause distress and problems getting through the day.



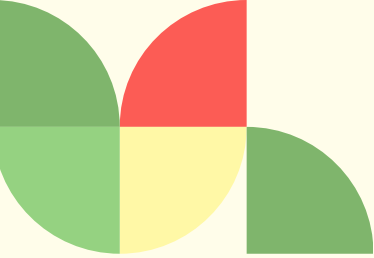


Many children occasionally experience fears and worries or display disruptive behaviors. If symptoms are serious and persistent and interfere with school, home, or play activities, the child may be diagnosed with a mental disorder.

Mental health is not simply the absence of a mental disorder. Children who don't have a mental disorder might differ in how well they are doing, and children who have the same diagnosed mental disorder might differ in their strengths and weaknesses in how they are developing and coping, and in their quality of life. Mental health as a continuum and the identification of specific mental disorders are both ways to understand how well children are doing.

Not every conflict involving people who are different is caused by cultural differences, but recognizing cultural differences is particularly important. Cultural differences can include things such as: communication styles, attitudes towards conflict, approaches to completing tasks, decision-making styles and ways people come to know things.





## 6.3 COMMON CHILDHOOD MENTAL DISORDERS

Among the more common mental disorders that can be diagnosed in childhood are attention-deficit/hyperactivity disorder (ADHD), anxiety (fears or worries), and behavior disorders.

- **Anxiety**

When a child does not outgrow the fears and worries that are typical in young children, or when there are so many fears and worries that they interfere with school, home, or play activities, the child may be diagnosed with an anxiety disorder. Examples of different types of anxiety disorders include:

- Being very afraid when away from parents (separation anxiety)
- Having extreme fear about a specific thing or situation, such as dogs, insects, or going to the doctor (phobias)
- Being very afraid of school and other places where there are people (social anxiety)
- Being very worried about the future and about bad things happening (general anxiety)
- Having repeated episodes of sudden, unexpected, intense fear that come with symptoms like heart pounding, having trouble breathing, or feeling dizzy, shaky, or sweaty (panic disorder)

Anxiety may present as fear or worry but can also make children irritable and angry. Anxiety symptoms can also include trouble sleeping, as well as physical symptoms like fatigue, headaches, or stomachaches. Some anxious children keep their worries to themselves and, thus, the symptoms can be missed.



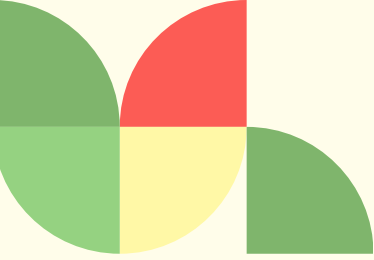
- **Depression**

Occasionally being sad or feeling hopeless is a part of every child's life. However, some children feel sad or uninterested in things that they used to enjoy, or feel helpless or hopeless in situations they are able to change. When children feel persistent sadness and hopelessness, they may be diagnosed with depression.

Examples of behaviors often seen in children with depression include:

- Feeling sad, hopeless, or irritable a lot of the time
- Not wanting to do or enjoy doing fun things
- Showing changes in eating patterns – eating a lot more or a lot less than usual
- Showing changes in sleep patterns – sleeping a lot more or a lot less than normal
- Showing changes in energy – being tired and sluggish or tense and restless a lot of the time
- Having a hard time paying attention
- Feeling worthless, useless, or guilty
- Showing self-injury and self-destructive behavior

Extreme depression can lead a child to think about suicide or plan for suicide. For youth ages 10-24 years, suicide is among the leading causes of death. Some children may not talk about their helpless and hopeless thoughts and may not appear sad. Depression might also cause a child to make trouble or act unmotivated, causing others not to notice that the child is depressed or to incorrectly label the child as a troublemaker or lazy.



- **Oppositional Defiant Disorder (ODD)**

When children act out persistently so that it causes serious problems at home, in school, or with peers, they may be diagnosed with Oppositional Defiant Disorder (ODD). ODD usually starts before 8 years of age, but no later than by about 12 years of age. Children with ODD are more likely to act oppositional or defiant around people they know well, such as family members, a regular care provider, or a teacher. Children with ODD show these behaviors more often than other children their age.

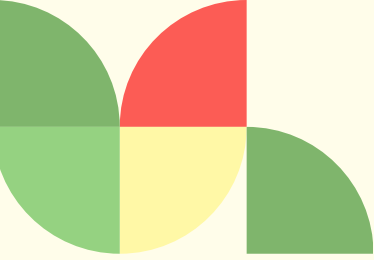
- **Conduct Disorder (CD)**

Conduct Disorder (CD) is diagnosed when children show an ongoing pattern of aggression toward others, and serious violations of rules and social norms at home, in school, and with peers. These rule violations may involve breaking the law and result in arrest. Children with CD are more likely to get injured and may have difficulties getting along with peers.

- **Attention-Deficit / Hyperactivity Disorder (ADHD)**

ADHD is one of the most common neurodevelopmental disorders of childhood. It is usually first diagnosed in childhood and often lasts into adulthood. Children with ADHD may have trouble paying attention, controlling impulsive behaviors (may act without thinking about what the result will be), or be overly active.





- **Tourette Syndrome**

Tourette Syndrome (TS) is a condition of the nervous system. TS causes people to have “tics”. Tics are sudden twitches, movements, or sounds that people do repeatedly. People who have tics cannot stop their body from doing these things. For example, a person might keep blinking over and over. Or, a person might make a grunting sound unwillingly.

Having tics is a little bit like having hiccups. Even though you might not want to hiccup, your body does it anyway. Sometimes people can stop themselves from doing a certain tic for a while, but it’s hard. Eventually the person has to do the tic. Depending on the type of tics a person has, and how long the tics last, a person might be diagnosed with Tourette syndrome or another type of tic disorder.

- **Obsessive-Compulsive Disorder (OCD)**

Many children occasionally have thoughts that bother them, and they might feel like they have to do something about those thoughts, even if their actions don’t actually make sense. For example, they might worry about having bad luck if they don’t wear a favorite piece of clothing. For some children, the thoughts and the urges to perform certain actions persist, even if they try to ignore them or make them go away. Children may have an obsessive-compulsive disorder (OCD) when unwanted thoughts, and the behaviors they feel they must do because of the thoughts, happen frequently, take up a lot of time (more than an hour a day), interfere with their activities, or make them very upset. The thoughts are called obsessions. The behaviors are called compulsions.



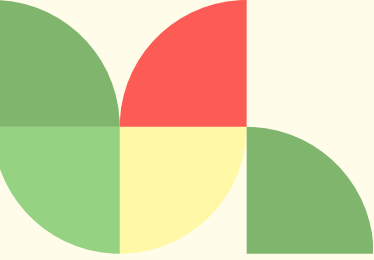
- **Post-traumatic Stress Disorder (PTSD)**

Other childhood disorders and concerns that affect how children learn, behave, or handle their emotions can include learning and developmental disabilities, autism, and risk factors like substance use and self-harm.

The Roma population experiences high discrimination and stigma associated with marginalized social position. Undoubtedly, this creates even more mental health and behavioral disorders among Roma children in comparison to non-Roma children in educational institutions. Based on research that takes into consideration the child's own report, Roma children have a higher odd of any internalizing disorder, phobias, separation anxiety disorder, generalized anxiety disorder and major depressive disorder.

Furthermore, Roma children had a higher odd of any externalizing disorder, oppositional defiant disorder, ADHD, and conduct disorder. Based on reports of teachers, Roma children are more likely to experience emotional problems, peer-relationship problems and prosocial behavior.

Roma children experience a higher burden of mental health problems compared with their non-Roma counterparts. Attention to child health and mental health among the Roma is urgently needed, as these children experience a constellation for health problems associated with poverty as well as experience of stigma and discrimination.



## 6.4 CHILDREN'S WELL-BEING

Children's physical, mental, and emotional well-being supports their overall development and learning which helps them to grow and learn optimally while building the skills required to reach their full potential.

Physical health and well-being are dependent upon access to nutritious food, shelter and sleep, sanitary and safe living conditions, and access to places to play and exercise. Furthermore, pre-primary and primary aged children also must have support for their mental and emotional health.

This includes helping them to build secure identities, engage in responsive relationships and feel loved and respected. Traumatic and stressful childhood experiences can place children at great risk for emotional and mental health challenges. Therefore, it is vital that they receive support to deal with distressing moments in their lives while building coping skills.

## 6.5 ALCOHOL AND DRUG USE

Use and abuse of drugs and alcohol by teens is very common and can have serious consequences. In the 15-24 year age range, 50% of deaths (from accidents, homicides, suicides) involve alcohol or drug abuse. Drugs and alcohol also contribute to physical and sexual aggression such as assault or rape.

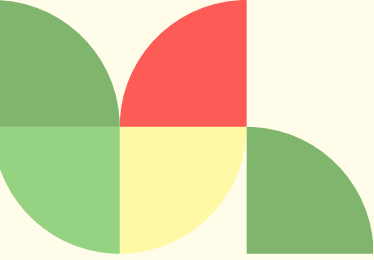




Possible stages of teenage experience with alcohol and drugs include abstinence (non-use), experimentation, regular use (both recreational and compensatory for other problems), abuse, and dependency.

Repeated and regular recreational use can lead to other problems like anxiety and depression. Some teenagers regularly use drugs or alcohol to compensate for anxiety, depression, or a lack of positive social skills. Teen use of tobacco and alcohol should not be minimized because they can be "gateway drugs" for other drugs (marijuana, cocaine, hallucinogens, inhalants, and heroin). The combination of teenagers' curiosity, risk taking behavior, and social pressure make it very difficult to say no. This leads most teenagers to the questions: "Will it hurt to try one?"

A teenager with a family history of alcohol or drug abuse and a lack of pro-social skills can move rapidly from experimentation to patterns of serious abuse or dependency. Some other teenagers with no family history of abuse who experiment may also progress to abuse or dependency. Therefore, there is a good chance that "one" will hurt you. Teenagers with a family history of alcohol or drug abuse are particularly advised to abstain and not experiment. No one can predict for sure who will abuse or become dependent on drugs except to say the non-user never will.



If a child uses alcohol or drugs there may be physical signs such as red eyes, a persistent cough, and change in eating and sleeping habits. Alcohol or drug dependency may even include blackouts, withdrawal symptoms, and further problems in functioning at home, school, or work.

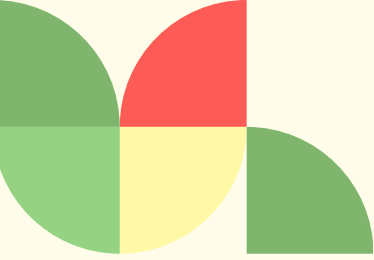
Here are some warning signs that a child has an alcohol or other drug problems:

#### School and social life

- doing worse at school or skipping school.
- using secret or 'coded' language when talking with friends.
- being more secretive about their things or where they're going.
- isolating themselves more than usual.
- spending a lot of time with new friends who might be less interested in regular school or family activities.
- wearing different clothes or jewelry, especially ones that feature drug symbols or paraphernalia.

#### Behavior

- have changes in mood that are out of character.
- start wearing sunglasses more often or indoors.
- have changes in sleeping habits – for example, high energy and sleeplessness, trouble waking up or a desire to sleep for most of the day.
- seem very agitated or irritable, especially in the morning.
- stay in their room more than usual.
- suddenly lose interest in family activities.
- start using incense or air fresheners to hide the smell of smoke or other substances.



## Health and hygiene

- have sudden breakouts of very ‘angry’ acne.
- feel nauseous or vomit in the morning or when they come home.
- take less care of their appearance.
- want clothes washed more than usual.
- wash their hair more than usual.
- start using mouthwash or breath mints for the first time or more than usual.

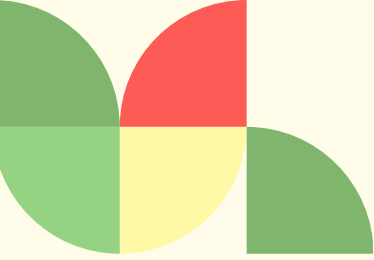
## Money

- borrow or ask to borrow more money than usual.
- sell possessions or steal money or other items from your home.
- have more money than usual for no obvious reason.

## Unusual items

- drug paraphernalia, like needles, pipes, rolling papers or small plastic zip-lock bags.
- bottles of eye-drops, which can be used to mask bloodshot eyes or dilated pupils.
- missing prescription drugs or alcohol.

Due to the fact that the Roma population is diverse a spread across many countries, alcohol consumption varies among individuals from the Roma communities. Although there is limited research on the topic of alcohol use by young Roma, substance use among marginalized groups contributes to higher risks, such as socio-economic marginalization, and limited access to health care and education.



High levels of drug and alcohol consumption and mental health problems are reported among the Roma population. Research indicates that these two related problems are connected to social determinants of health, such as living conditions, employment, education, and housing, among others. Considering that EU official surveys show Roma to be consistently found in unacceptable levels of deprivation, marginalization and discrimination, these problems tend to persist within Roma communities.

The main reasons young Roma people, even underage, engage in alcohol use and abuse include:

- peer or parental pressure to drink
- trying to fit in
- to relax and have fun
- to take their mind off problems at home
- to cover up their feelings (emotional and psychological pain relating to past or current relationships)
- to increase their confidence
- boredom or having nothing better to do

Roma children often turn to drugs for:

- curiosity, associated with the desire for strong sensations; loneliness, no friends,
- confusion about their identity, culture, lack of integration into community,
- Poverty in Roma communities is one of the cases that drive Roma to become drug consumers (and in many cases drug dealers),





## 6.6 PROMOTING WELL-BEING IN CHILDREN

As already mentioned above, mental health and wellbeing has a profound effect on children's development, supporting their ability to learn and grow. If these are unbalanced, it can have a detrimental effect on a child, and they might show signs of fatigue, anxiety or difficulty interacting with other children. There are some tips you can use in order to keep young children happy and healthy as they learn and grow.

## 6.7 STAYING ACTIVE

A key part of well-being is physical health. By staying active, children are looking after their bodies, improving their fitness and increasing their endorphin levels. This is great for them as they're growing and developing!

You can keep children active by taking them outside to run around and play with others, or alternatively stay indoors and practice exercises or games in a large room. Children love being active, and we can guarantee you will finish your active activities with lots of smiling faces!

Why not try this great [Yoga Movement Cards](#)? Print these out on paper and get children practicing their gross motor skills! Here, children will hold yoga poses, focus on their breathing and listen to what their bodies are telling them. Yoga should be practiced without any pressure, so if a child wants to come out of the pose, encourage this. You can also try the [Active Preschool Activity Pack](#) where children will take part in imaginative and explorative play!





## 6.8 EMOTIONAL WELL-BEING

Talking about and normalizing emotions is a great way to promote emotional wellbeing. This can be done lightly at the start and end of each day. In the morning, ask children how they're feeling so that you're aware of what's going on inside with them throughout the day. When the day is finished, ask them again how they feel (hopefully it is a more positive answer after a day of learning through play!). Remember to reassure young children that no answer is a wrong answer here. All feelings are normal, and it doesn't define who they are. We recommend using this brilliant "[How Do You Feel Today](#)" [emotions](#) chart to have presented near the door, so that they can identify how they feel by looking at the pictures and words and associating their own feelings with what they see.

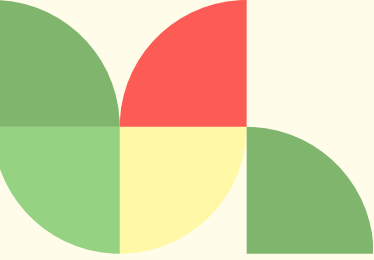
This is a great way to promote mindfulness and understand themselves as individuals better.

## 6.9 CREATE A SAFE SPACE

Another method of promoting emotional well-being is creating opportunities for open discussion. Whilst children are getting to know the world around them, they're sure to be full of questions and observations. Holding regular circle times for children to share their ideas, thoughts, feelings, and experiences in a setting with other children is a really valuable part of their development.

You may have some children who are too shy to open up in a group setting, so making sure they feel like they can come to you with anything is really important for their sense of reassurance and emotional safety.





This lovely [100 Circle Time Questions to Ask Just for Fun Booklet](#) may be a brilliant resource to print out and have lying around in the room for when you want to prompt a discussion in circle time. Resources like this one give children opportunities to share what's on their minds - a great way for them to grow and develop emotionally!

## 6.9 QUIET TIME

For children's mental, physical and emotional well-being, they need a time to sit, or lay and be quiet. This quiet time gives children a chance to digest what has happened in their day, reflect, rest and recharge.

Children's lives can be full of fun and activity, but that can't be the case all day, every day. Children need time to stop and take in what they have experienced in their day, so that they can learn and take time to understand new things.

The best time for quiet time is after an active lunchtime or break time, before they settle back into their activities for the afternoon. This time will also promote children's ability to take in more new information, giving their minds a chance to pause without the external stimulation.

If children are struggling with their emotions, quiet time is also a brilliant way to teach self-soothing methods and help them work through their feelings in a peaceful way.



## 6.10 HOW MENTORING HELPS MENTAL HEALTH

Studies have shown that young people who had a mentor growing up are 53% more likely to experience positive mental health than those who did not. Moreover, children that have a mentor growing up are more likely to feel a sense of belonging and optimism for the future, and therefore many experts suggest that mentoring needs to be “integrated into the continuum of mental health care”.

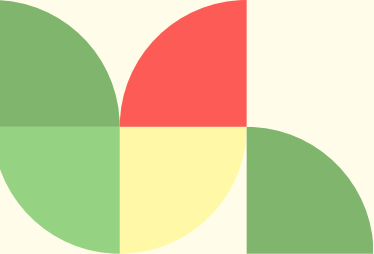
Here are 5 ways that mentoring has a positive effect on mental health, for both the mentee and the mentor involved:

- Supporting isolation
- Reducing levels of anxiety
- Increasing self-confidence
- Feeling listened to
- Hope for the future

## 6.11 PEER MENTORING

Teachers and school staff play a vital role in supporting the mental health of their pupils. However, they cannot be expected to do this alone. Peer mentoring can be an effective way of providing support to pupils with mental health issues and can help to create a more positive and inclusive culture within schools.

Peer mentoring is a form of support where pupils are matched with a mentor who is similar to them in age, gender, ethnicity, and/or background.



The mentor provides support to the mentee on a one-to-one basis, offering guidance and advice on a range of issues including academics, social life, and well-being.

Peer mentoring has been shown to be an effective intervention for mental health support in schools. A study by the University of Sussex found that peer mentors had a positive impact on the mental health of both the mentors and the mentees, with benefits including improved self-esteem, increased empathy, and reduced anxiety levels. Peer mentoring can also help to build resilience and coping skills in young people.

## 6.12 PEER MENTORING AND MENTAL HEALTH

Mental health problems are common in young people, with around 1 in 6 children and young people aged 5-16 years old experiencing a diagnosable mental health problem. It is estimated that half of all lifetime mental health problems start by the age of 14 years old. These statistics highlight the importance of early intervention and support for mental health in young people.

Peer mentors can provide practical and emotional support to pupils who are struggling with a lack of strategies for mental health. They can offer guidance on how to cope with difficult emotions and situations, signpost young people to appropriate sources of support, and act as a sounding board for ideas and concerns. As well as being beneficial for those who receive mentoring, peer mentoring can also have a positive impact on the mentors themselves; helping them to develop leadership skills, empathy, and confidence.





## 6.13 MENTORING YOUTH WITH MENTAL HEALTH CHALLENGES

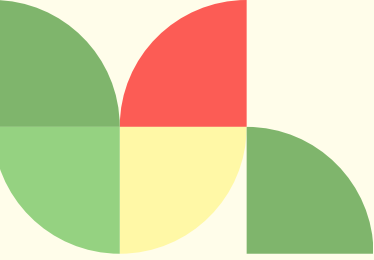
A mentor can be a well-versed adult who is a trusted advisor to a child (18 and younger). A mentor is an individual that guides and nurtures another person, helping them find the right path in life. There are many benefits of mentorship to the mental health and well-being of children.

### Four Ways Mentorship Helps With Mental Health Challenges

- Mentorship helps curb feelings of isolation and loneliness among children.
- A good mentor helps the mentee discover their abilities and empowers them to take control of their lives, reducing anxiety levels and improving productivity.
- Increased self-confidence is a direct result of good mentoring practices. Mentored youth have increased confidence in their ability to conquer any obstacles life throws at them.
- Mentored youth also experience fewer feelings of despair because they know they are not alone. They can always rely on their mentors to help them through tough times.

### Four Ways to Improve Mentoring Skills

- Work on your listening skills: active listening skills are a mentor's most valuable tool. A mentor should learn to attentively and actively listen to their mentees. This will, in turn, make the youth feel heard, improving their mental health.
- Empathize: mentors should put themselves in the youth's shoes and analyze each situation from their perspective. Remember, it's all about your mentee.



- Pay close attention: it shouldn't surprise that youth may not know how to express themselves and their problems precisely. Sometimes they may try to hold back information for fear of being judged. It is the responsibility of the mentor to observe and pick up on non-verbal cues that will help guide the youth to a better future.
- Provide accurate and well-researched advice: when guiding children, it is crucial to provide accurate and correct information. Misguidance can affect a child's mental health and lead to trust issues in the future. If you make a mistake, be quick to take responsibility and apologize.

MENTAL  
*health*  
MATTERS







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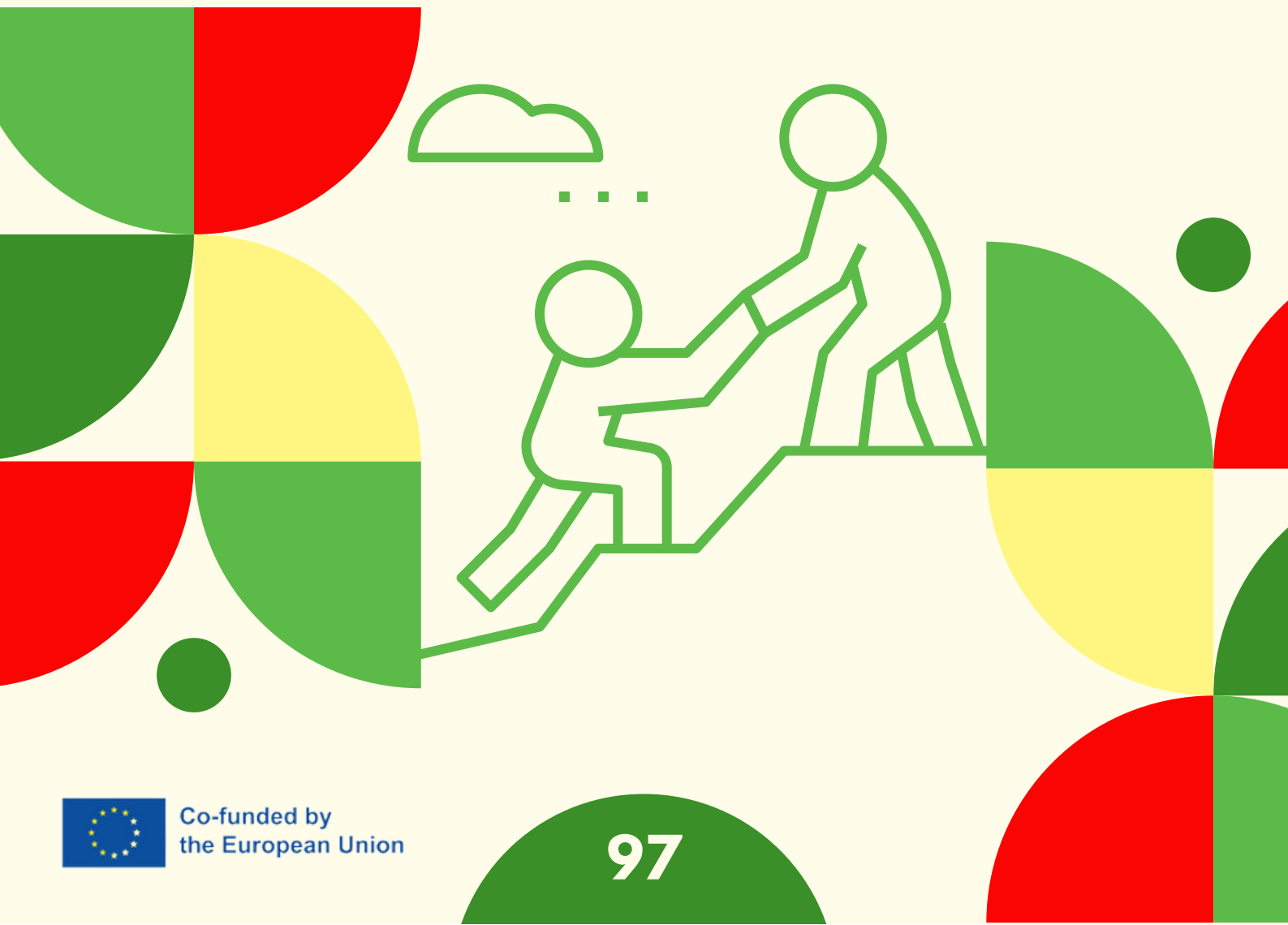
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# MODULE 1 ANNEX

## Setting up mentoring and mediation connections

PRACTICAL EXERCISES AND OTHER MATERIALS





## EXERCISE #1

### A structured interview for a self-evaluation of a Mediator

**Cognitive Flexibility is the ability to adapt one's behavior according to the needs, reflecting on different possibilities to quickly solve problems.**

- What do you do to demonstrate to your interlocutors that you are actively listening but they may not be entirely correct?
- How important is empathy in your work?
- Do you make a list of pros and cons before making an important decision?
- Describe a situation in which you demonstrated innovative capabilities quickly.

**Competitiveness is: "winning" spirit, enjoys surpassing oneself, not afraid to take risks, not afraid of failure.**

- What have you learned from comparing yourself to others?
- How do you react to failure? And to success?
- Describe a situation in which, after completing something, you realized you could have done better.
- Some people react poorly when they don't achieve a desired outcome. What are your thoughts on this?



**Creativity and Curiosity:** when he find new ideas, experiment, knows how to surprise, take initiative and imagine; he has a desire for knowledge, seeks information, keeps up with the latest trends, continues learning.

- In a perfect world, how would people communicate?
- Can you talk about a project where you stepped outside of the usual frameworks and processes? What results did you achieve? What was the reaction of your colleagues/those close to you/...?
- What do you do to qualify yourself in your role?
- Can you describe your method of learning?
- How do you keep your skills up to date?
  - How much time do you dedicate on average per week to researching new information on the web?
- What are your interests?

**Team-working: Ability to work in a group, both as a coordinator and as a collaborator.**

- Within a team, are your ideas usually aligned with the majority or different?
- Do you have a model or technique for conducting/participating in team meetings?
  - How do you feel when you work with others? What role do you prefer in a team?
- Do you prefer to convince or share?
- Talk about the teams you have worked with. Which team did you find yourself most comfortable in and why?



**Resilience: The Ability to face and overcome a traumatic event or a moment of difficulty and adapt to changes.**

- Can you describe a difficult situation you have faced and resolved?
- Have there been occasions in life where you had to reinvent yourself and take risks? How did you react?
  - What was your most serious mistake or setback? How did you react?
- Can you describe a situation in which you had to face a drastic and sudden change?

**Emotional Intelligence: to use emotions productively for oneself and colleagues, to be aware of one's own emotions.**

- How do you defuse tension in case of conflicts?
- What do you think about hierarchical relationships?
- If you find yourself moderating a conflict between two colleagues, how would you behave?



**Emotional Intelligence: to use emotions productively for oneself and colleagues, to be aware of one's own emotions.**

- How do you defuse tension in case of conflicts?
- What do you think about hierarchical relationships?
- If you find yourself moderating a conflict between two colleagues, how would you behave?

**Leadership Ability: to lead the team to the success of a project, have a sense of unity, inspire trust.**

- If you have the impression that the work of one of your team members (for whom you are responsible) is not of good quality and you believe they could have done better, how do you handle the situation?
- What attitude should a manager have towards a collaborator and why?
- What do you do to guide your colleagues/collaborators towards the goal?
- How do you help your colleagues/collaborators develop their skills?



**Self-development: the Ability to question oneself and use mistakes and obstacles to continuously improve.**

- Share an episode from your work or student life that taught you an important lesson and allowed you to smooth out certain aspects of your character.
- Is there a characteristic of yours that you believe needs improvement?
- How can you ensure that you do better in the future? What have you learned from mistakes?
- What do you desire from your career growth journey?

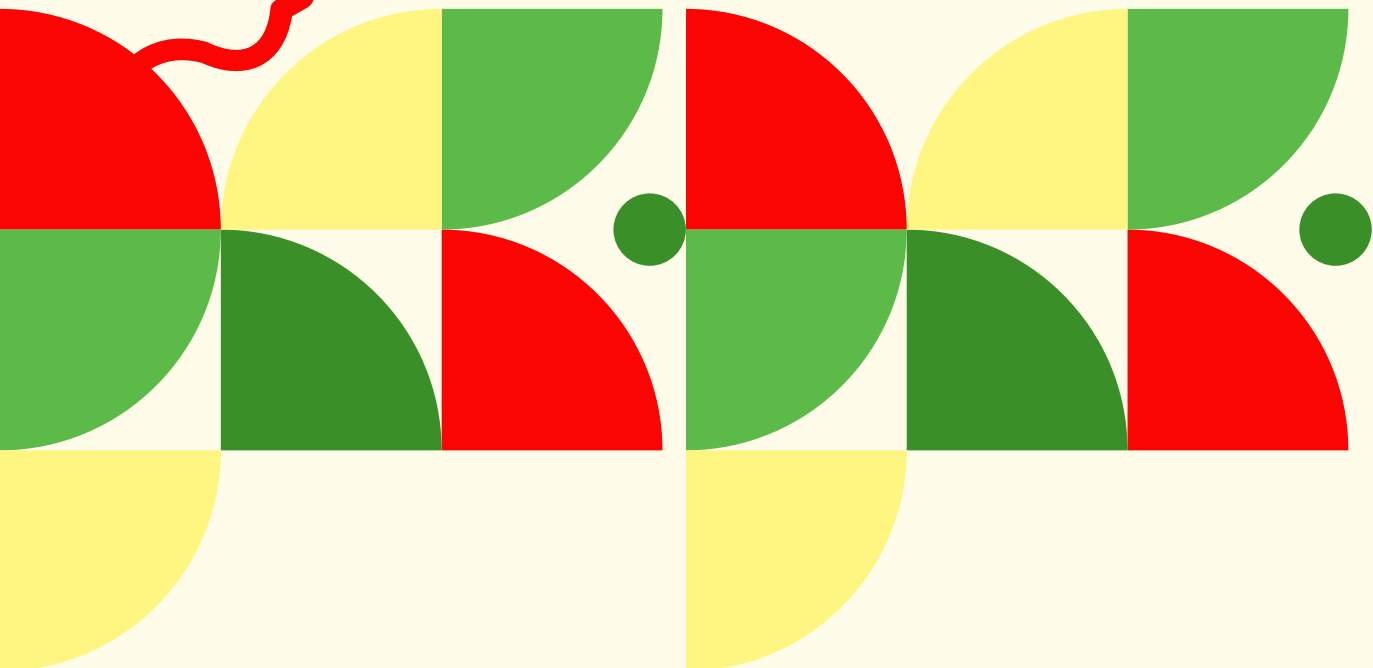
**Perseverance: to be tenacious, he doesn't get discouraged in the face of difficulties, finds new solutions, doesn't give up.**

- What frustrates you or makes you impatient at work?
- How do you react to a series of negative responses?
- Could you describe a situation where you demonstrated perseverance?
- What does failure mean to you?
- Under what circumstances would you abandon a project or an idea?

# MODULE 2 ANNEX

## Self-esteem and resilience

PRACTICAL EXERCISES AND OTHER MATERIALS



Co-funded by  
the European Union



# EXERCISE #1

## Self-esteem qualities list

Boost your self-esteem by creating a list of things you are proud of.

**Step 1.** Put together a list of all the things you're proud of in your life. Try to write at least 5 things, and then continue the list with as many things as you can think of.

**Step 2.** Get creative! Turn your list into an art piece by adding pictures and colors to it.

**Step 3.** Place it somewhere visible! Hang your list on the wall so you can see it every day (especially when you are having a bad day...).

At the end reflect on the results of the exercise.

We often find it easier to recognize other people's positive qualities and accomplishments than our own. But it is also good to practice acknowledging our own strengths, even simple ones like finishing a tough assignment or cooking a good meal. If we need inspiration, we can also ask the people we're closest to us what they appreciate about us.





## EXERCISE #2

### Positive self-talk

Practice positive self-talk

**Step 1.** Pay someone a compliment, it's easy to practice in a group setting.

**Step 2.** Pay a compliment to yourself, out loud. Make sure you appreciate the simple things – your health, skills, talents, support. Don't connect compliments to visual appearance only.

**Step 3.** Try to look for a positive side of things. You can practice this when meeting or talking to people or yourself.

**Step 4.** Challenge yourself – write down 50 positive sayings in 5 minutes!

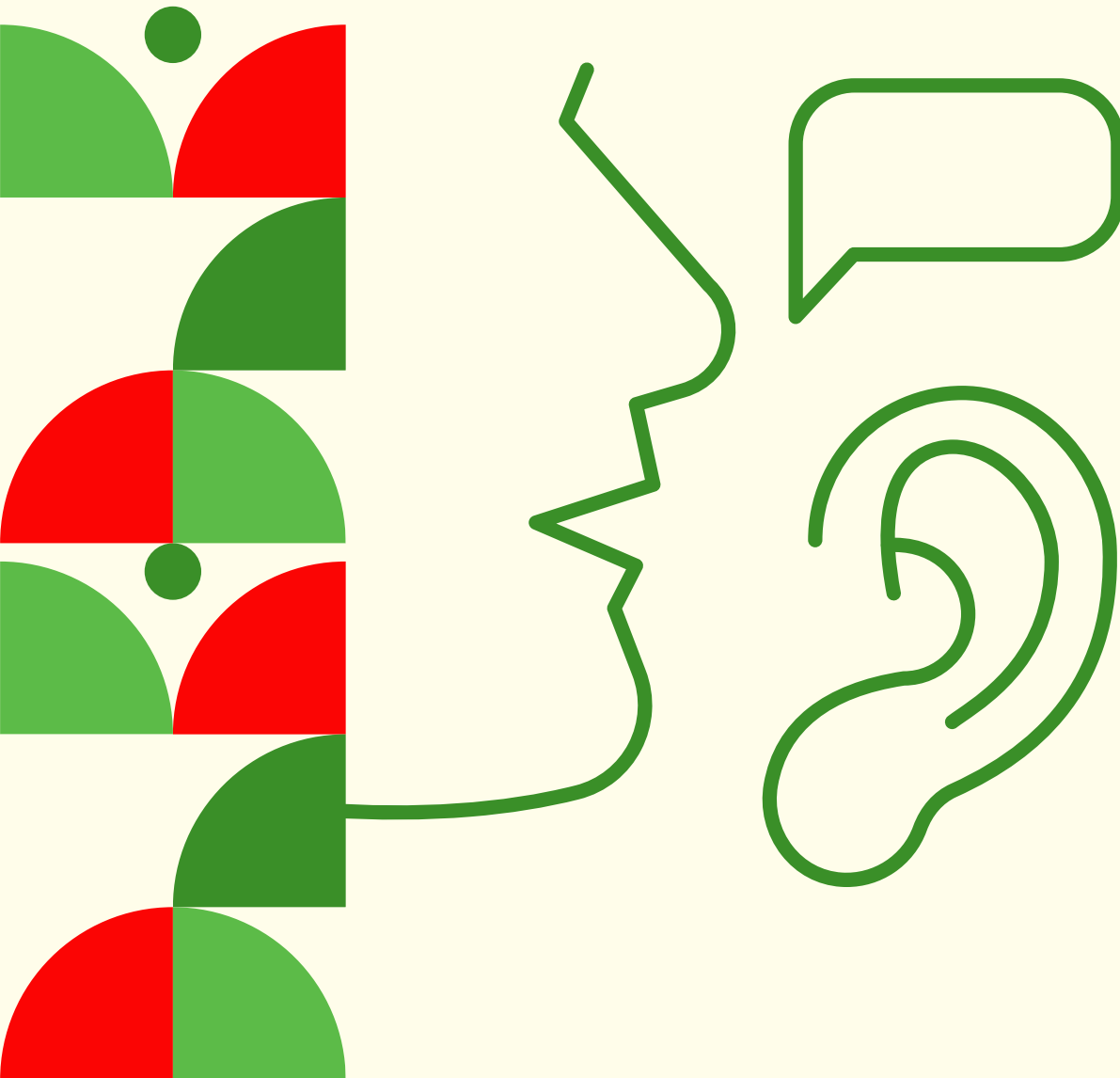
At the end reflect on the results of the exercise.

Sometimes it is easier to make a compliment to other people than to ourselves. We are often strict and critical when talking or thinking about ourselves because we sometimes undervalue our own skills and abilities, and the things that we have in life. Many people are even practicing negative self-talk, which is a pity because everyone is good at something.

# MODULE 3 ANNEX

## Engaged Listening and Efficient Communication

PRACTICAL EXERCISES AND OTHER MATERIALS





## EXERCISE #1

### A structured interview for a self-evaluation of a Mediator Active listening

**Communication Skills : Ability to express oneself fully and clearly, adapting one's style to different situations, and actively listening to interlocutors.**

- Do you feel comfortable speaking in public?

**Coordination skills: when he successfully manages projects involving multiple teams, adapts to different interlocutors, respects deadlines.**

- Do you think meetings are important in your work?
- In your opinion, what are the best ways to communicate within a team and between different teams in the work context?
- If you were asked the same question five times in a day, how would you react and what solutions would you seek to avoid repeating yourself and prevent the same questions in the future?
- Who are the people you prefer working with?
- According to you, what is the relationship between quality, time, and money in project management?



**Empathy: Ability to immediately understand the thoughts and feelings of another person.**

- You enter a room where a group of people is gathered, and there is a moment of silence. How do you behave?
  - How do you behave when someone close to you is going through a difficult time?
  - When you recount an experience you've had, do you limit yourself to describing the facts or do you also share what you felt?
  - How do you react to a colleague's bad mood or negative attitude in your work group?
- Do you sometimes feel an inner urge or impulse to do something when you encounter a person in difficulty?
- How important do you think communication is for your work?

**Negotiation : They can get what they want, cultivates win-win relationships, understands the interests of the parties involved**

- Tell me about a situation where you had to negotiate with someone for a long time. How did you prepare for it?
  - If you are not satisfied with the budget assigned to a project, how would you negotiate with the client?
  - You need to convince your manager that it is impossible to achieve the defined objectives. How would you demonstrate it?
- What does a good negotiation mean to you?



**Willingness to Learn : Ability to recognize one's own limitations and openness to new challenges and teachings.**

- Describe a situation where you were asked to do something you had never done before. How did you react? What did you learn?
- A colleague proposes an idea different from yours to complete a project you are working on. How do you react?
- Do you seek advice from others before making an important decision?
- How do you react to criticism?

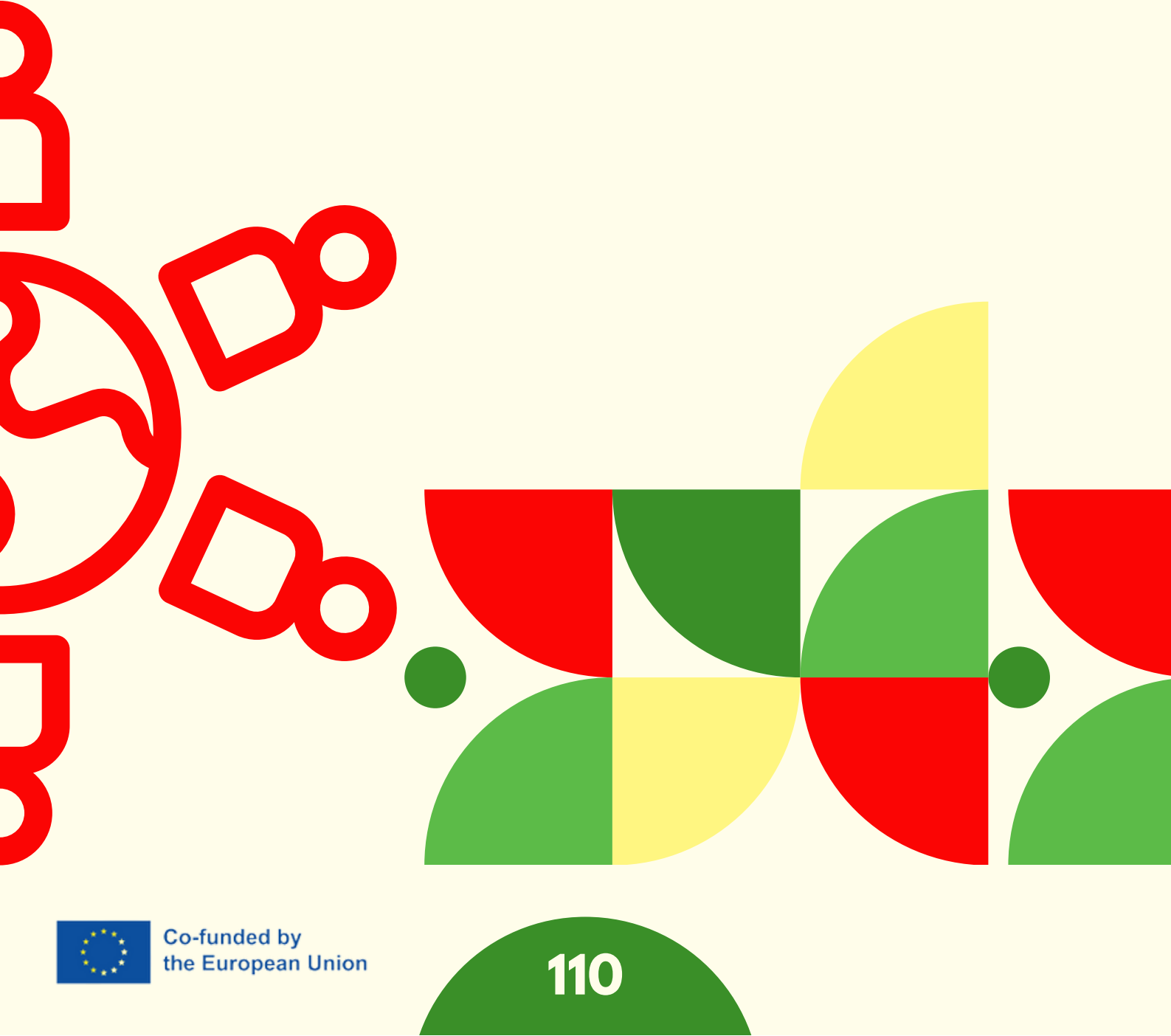
**Problem Solving : he quickly finds solutions to complex problems, can identify problems and strengths, has analytical skills.**

- Describe a project where you realized that your usual approach would not work. How did you adapt to the situation?
- What new processes have you developed to address a problem? How did you develop them? Who did you involve?
- When faced with a problem, what questions do you ask yourself to solve it?

# MODULE 4 ANNEX

## Interactive methods and techniques for trainings in multi-ethnic environment

PRACTICAL EXERCISES AND OTHER MATERIALS





# EXERCISE #1

## Example Case Study

Participants will be presented with a case study and answer a set of questions in reference to this one. The case study is the following:

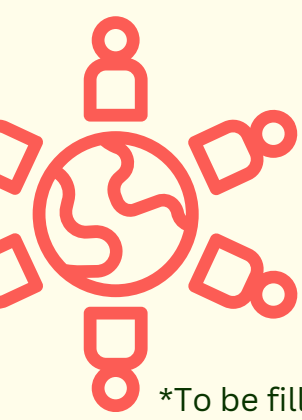
We are working as mentors in a highly complex center where 65% of the students belong to the Romani community, 5% to the Pakistani community, 3% to the Moroccan community, 5% to the Latin American community and the rest to the national society of your country.

The center suffers from chronic neglect. 58% of the students are absentees. 45% of the absentee students are Roma.

The management of the center has defined as a strategic objective, that in the 2023-2024 school year, absenteeism must be reduced by 30%. You work as a mentor, not a teacher, and the center has requested your collaboration.

After having read this, the participants will answer the following questions and discuss them together as a group:

1. What would your position on the matter be?
2. To what extent can the role of the mentor help to achieve this objective?
3. What kind of tools or techniques do you need to act in such a diverse context (Romani, Pakistani, Moroccan, national culture)?
4. What kind of activities would you propose?



## EXERCISE #2

# The value at work checklist

\*To be filled out by both mentor/mediator and mentees and then compare the differences and come up with a method that suits both sides:

### Direct

I prefer people to go directly to the point and not to spend time beating around the bush.

5 4 3 2 1

### Being frank

It is important to be frank, open and honest at all times, even at the risk of causing others to lose face and experience shame.

5 4 3 2 1

### Theory

I prefer to learn by receiving and absorbing information from an expert source.

5 4 3 2 1

### Deal

When I have a job to do, I prefer to focus on the task: walking straight into the situation, sorting things out and moving on.

5 4 3 2 1

### Indirect

I think it is important to avoid conflict even if it means only hinting at difficult issues

5 4 3 2 1

### Saving face

It is important that nothing I do causes others to lose face, even if this means that I have to find other ways of transmitting important information.

5 4 3 2 1

### Practise

I prefer to learn by exploring, practising and experimenting with new ideas.

5 4 3 2 1

### Relationship

When I have a job to do, I prefer to focus on the people: spending time getting to know those I will work with.

5 4 3 2 1





**Prompt**

I prefer people to stick strictly to measurable and structured deadlines. Being on time is the key to efficiency.

5 4 3 2 1

**Teacher**

I prefer to give out precise and detailed instructions to people I work with. It is important that people do what they are told.

5 4 3 2 1

**Informal**

I prefer to talk with people in an informal way, regardless of who they are or what position they hold.

5 4 3 2 1

**Logic**

I prefer to stick to logic and facts when I am arguing a case. In business, emotions should be controlled as much as possible.

5 4 3 2 1

**Flexible**

I prefer people to take a flexible approach to timekeeping. Being flexible about deadlines is the key to efficiency.

5 4 3 2 1

**Facilitator**

I prefer to guide people towards making as many of their own decisions as possible. It is important people take the initiative at work.

5 4 3 2 1

**Formal**

I prefer to show the proper level of respect for position and status by using formal titles, surnames or polite forms of address.

5 4 3 2 1

**Feeling**

I prefer to display emotions and warmth when I am arguing a case. In business, emotions should be listened to and respected.

5 4 3 2 1

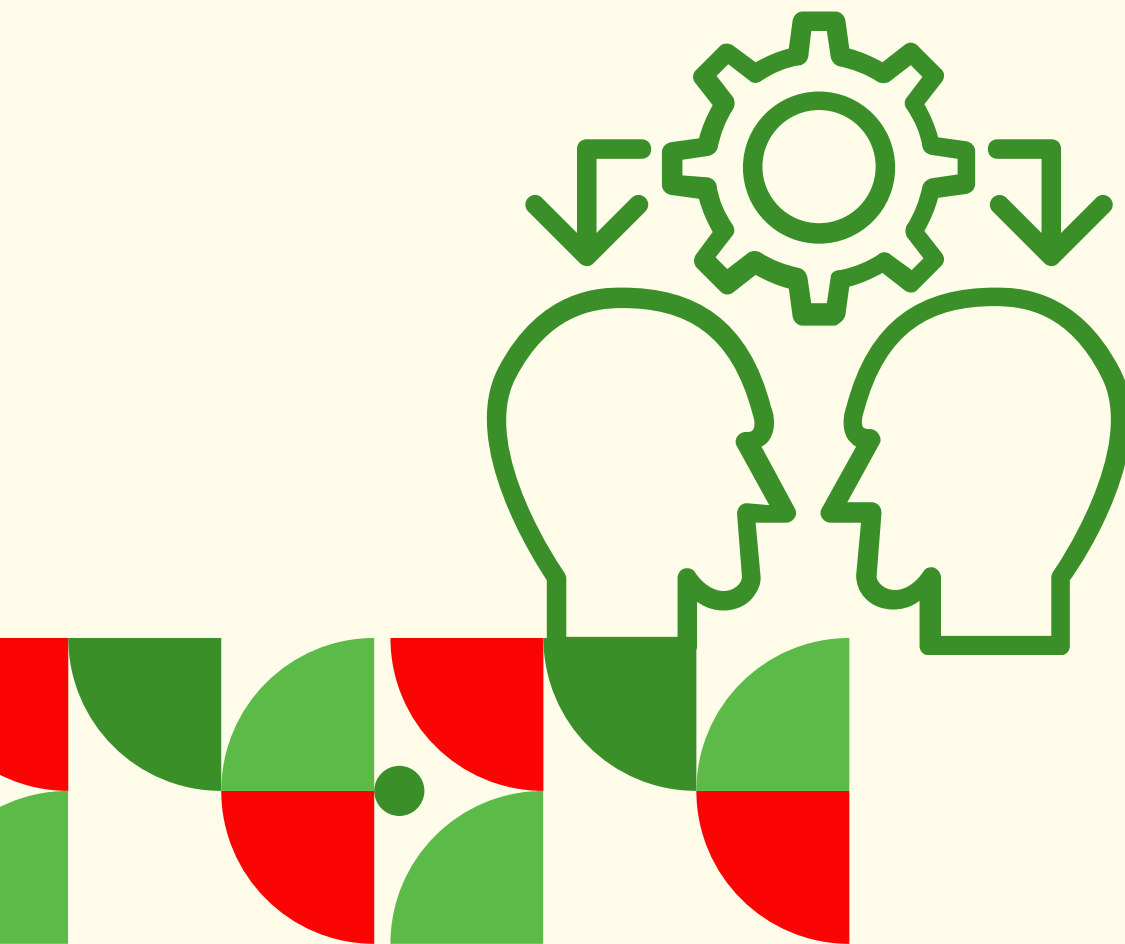
Source: <https://www.ambitia.eu/wp-content/uploads/2019/02/2%20Intercultural%20Trainig%20Exercise%20Pack.pdf>



# MODULE 5 ANNEX

## Conflict mediation and dilemma solving, skill- enhancing mode

PRACTICAL EXERCISES AND OTHER MATERIALS





## EXERCISE #1

# Conflict Management Case Study

In this exercise the participants will study a practical case of a conflict and practice to apply the mediation process.

### Case scenario:

You are a mediator in school and notice a group of girls who are writing bad things about one of the students on Facebook. The student is very upset and has contacted the police accusing the girls for “internet bullying”.

When confronted, the bullies share that the person is obnoxious, rude, and disruptive in the classroom. They say that the person is disturbing the peace in the classroom and that they are ruining the concentration and ability to study of the students.

- What actions should you take as a mediator?
- What is the root of the conflict?
- What is the perspective of the bullies?
- What is the perspective of the person that’s bullied?
- How do you suggest to mediate in this conflict?
- What is your expected result of the mediation?
- What verbal and nonverbal communication is important to apply in the mediation?



## EXERCISE #2

# Conflict Management Case Study

With this exercise the participants get to practice a real life scenario and apply the strength-based approach. The participants are supposed to act as a mentor in the case study where they solve the conflict with the help of the strength-based approach and the 6 steps of the problem-solving model.

The scenario: Two students have been assigned to work on a report together. One of them works very efficiently and likes to complete tasks ahead of time, while the other one likes to take their time and ensures everything is perfect. They both get frustrated with each other, one because of the pace of work of the other, and the other one because of the constant need for perfection of the other. This has led to disagreement and tension where one of them feels rushed and not appreciated for their attention to detail.

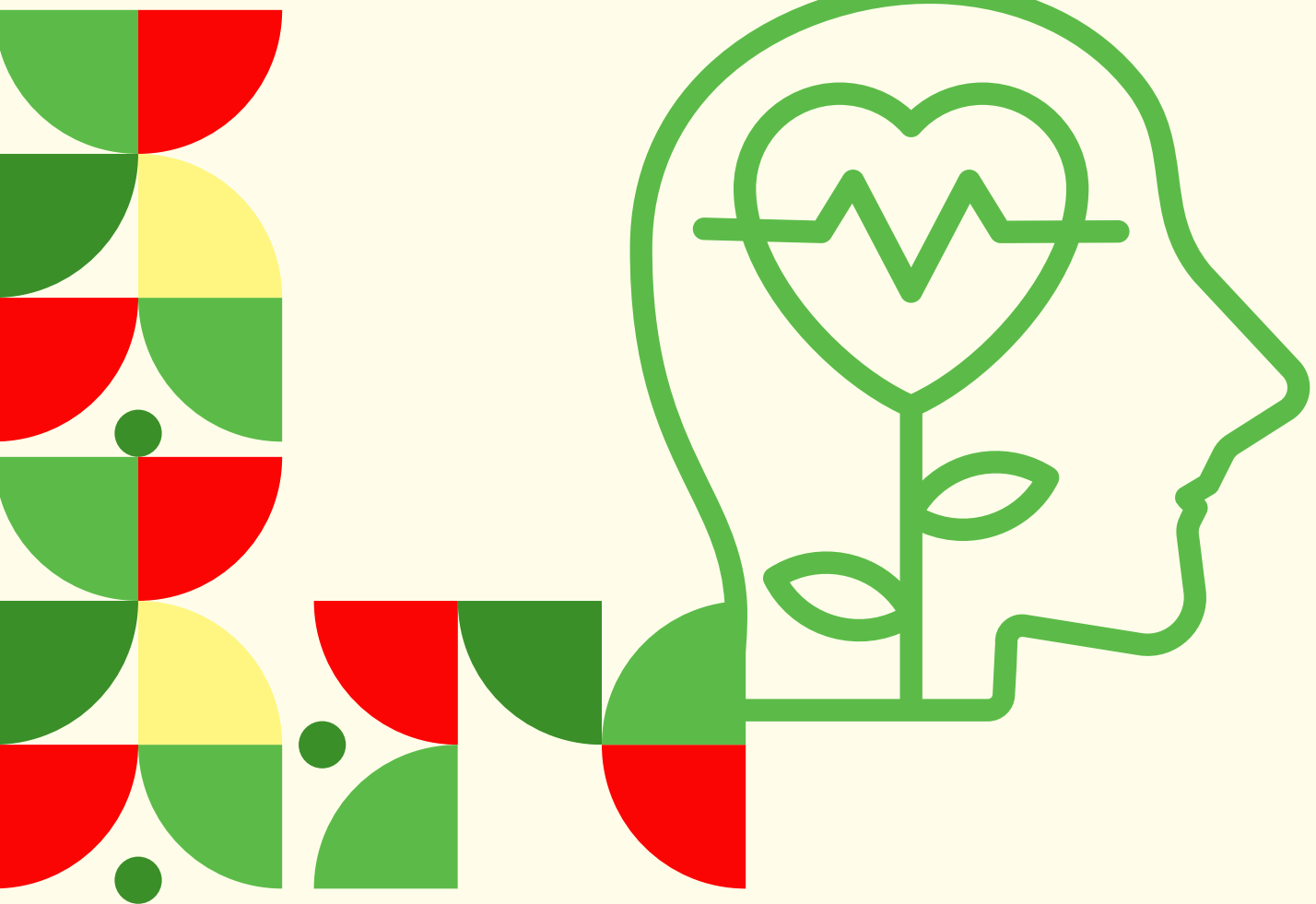
The participants should come up with a solution by applying the 6-steps of the problem-solving model:

- Define the problem
- Identify strengths and resources
- Generate potential solutions
- Evaluate and choose a solution
- Implement the solution
- Review and reflect on the outcome

# MODULE 6 ANNEX

## Mental health, well-being & alcohol and drugs

PRACTICAL EXERCISES AND OTHER MATERIALS

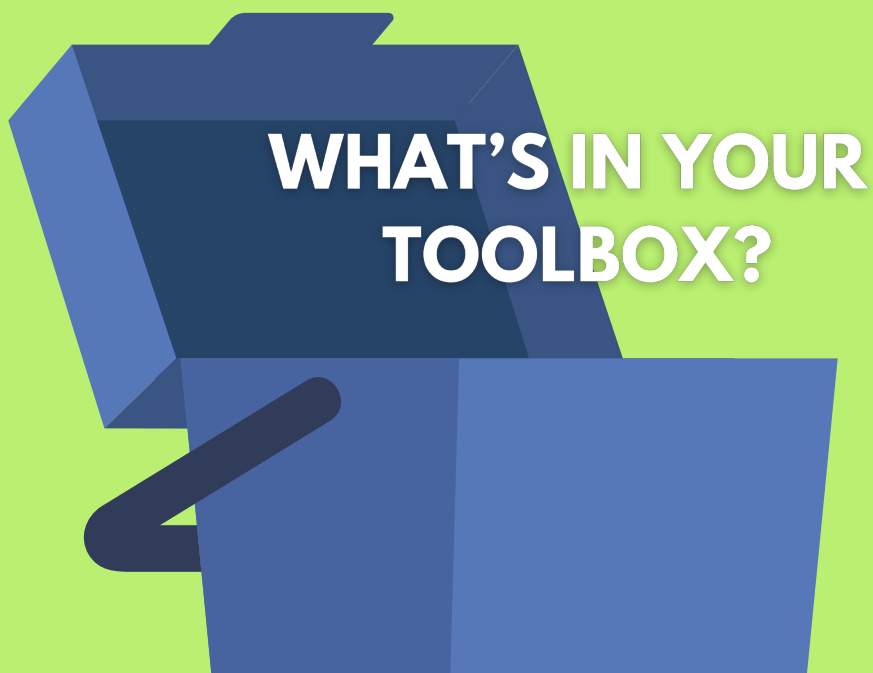




## EXERCISE #1

# Healthy Coping Mechanisms

Say you own this toolbox and inside are all the tools that would help you cope with stress, depression, sadness, procrastination, etc. Make a list of potential *healthy* coping mechanisms that one should consider, instead of turning to drugs, alcohol, etc.



Source: Restoring Hope and Dignity: Manual for Group Counseling  
Center for Victims of Torture, 2016



## EXERCISE #2

### Cause and correlation

Take a look at the handout, think of some thoughts, feelings, and behaviors, and try to make a connection between them.

- Thoughts

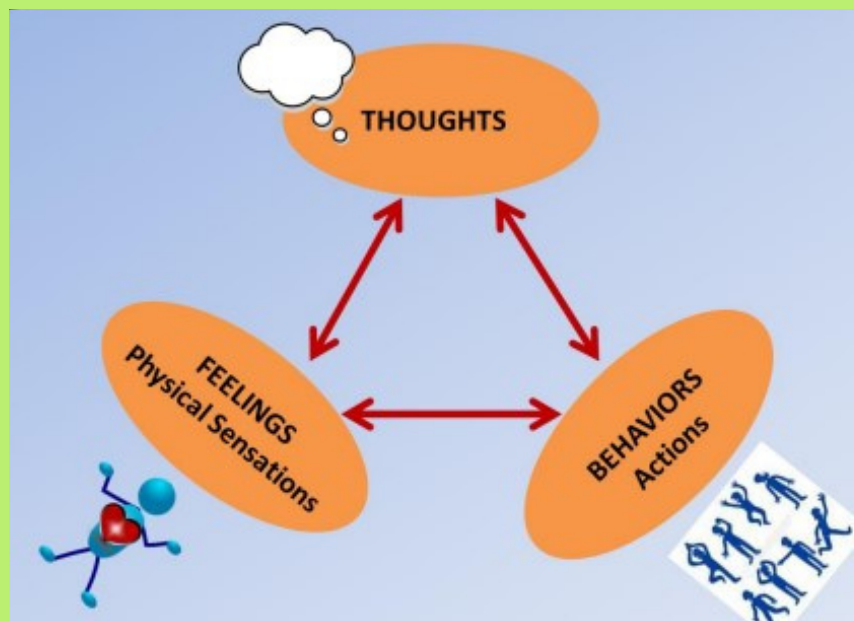
e.g. "I'm a failure", "I can't make it", "I want to quit". What feelings would be the cause of each of these thoughts and what behaviors could emerge as a consequence of them?

- Feelings

e.g. panic, jealousy, confusion. What kind of thoughts and behaviors could emerge as a consequence of these feelings?

- Behaviors

e.g. crying, oversleeping, being late. What can be the cause of these behaviours?



Source: Restoring Hope and Dignity: Manual for Group Counseling  
Center for Victims of Torture, 2016



**PAL**  
ENROLL

ENGAGEMENT MENTORING AS A TOOL FOR  
SUPPORTING THE POSITIVE NARRATIVE OF ROMANI  
CHILDREN AND THEIR ENROLLMENT IN THE EDUCATION  
SYSTEM



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