



Third mission of transnational experts
to Reutlingen, Schwaebisch Gmünd, Stuttgart und Tübingen from 21st to 25th May 2012

Reviewing the March Meetings 2012 — Weighted objectives



Weighted Objectives of the work with transnational experts

As part of project development work, the following target formulations were collected for the implementation of INPUT. In March 2012 these items were judged by *Mr Kerim ARPAD*, *Ms Derya BERMEK-KUEHN*, *Mr Norbert KREUZKAMP* and *Ms Margherita TOMA* on the **importance** and **feasibility** towards 5 to 20 points and classified accordingly.

1. Target group orientation and empowerment of participants

- 19|17 Building on the resources of the participants
- 19|16 Facilitating empowerment
- 18|16 Including people with and without migration background in the common work: awareness of common and specific conditions
- 17|18 Winning self-confidence
- 14|15 Working with groups of participants
- 14|14 Paying attention and giving energy
- 13|11 Developing and implement gender-specific methods with the participants
- 11|13 Doing an individual work with the participants
- 11|12 Considering gender-specific aspects in the everyday work with the participants

2. Accompaniment and support of participants

- 20|14 Considering mechanisms of *labelling*
- 19|18 Allowing, permitting and organising accompaniment, support and exchange
- 19|16 Allow and promoting a *reframing* of an outside-perspective and self-perspective on the own strengths, skills and future views
- 19|13 “I’m needed.” – “I am appreciated” — Developing, understanding, communicating and applying strategies of appreciation and recognition
- 16|11 Do *less!* Reach *more!*
- 15|14 Working (even) more effective with the participants
- 13|12 Awakening, discovering, developing and growing in the participants *spirit of entrepreneurship* that, in some cases, might get even ready for the market

3. Young people with migration background

- 20|14 Dealing with cross-cultural identities, biographies and realities
- 19|17 Focussing the attention on (specific) strengths and competencies
- 18|16 Learning from other mentoring projects (Elder Brother / Elder Sister)
- 18|12 Integration – inclusion – separation – splitting – exclusion: Improving attention and awareness and acting in an intelligent, reasonable and measured way
- 16|13 Working with parents – learn about positive approaches and experiences and to reflect transferability, to consider, test and evaluate the impact of convincing models
- 15|19 No “differential treatment”

4. Interculturalism

- 19|16 Implementing testing and validating intercultural trainings for mentors
- 19|15 Identifying and expanding intercultural competencies of mentors and make them available for the support process with the mentees
- 18|16 Participants acquiring basic intercultural skills
- 18|16 Implementing testing and validating intercultural trainings for educators and project staff
- 15|13 Identifying and promoting international expertise (competence) of participants
- 13|11 Knowing and assessing approaches and models of intercultural opening of enterprises and (public) institutions and reflecting the transfer to the own everyday work
- 9|13 Participants gain “training readiness”! Culture techniques required in the labour market – a cross-cultural approach

5. Transnationality

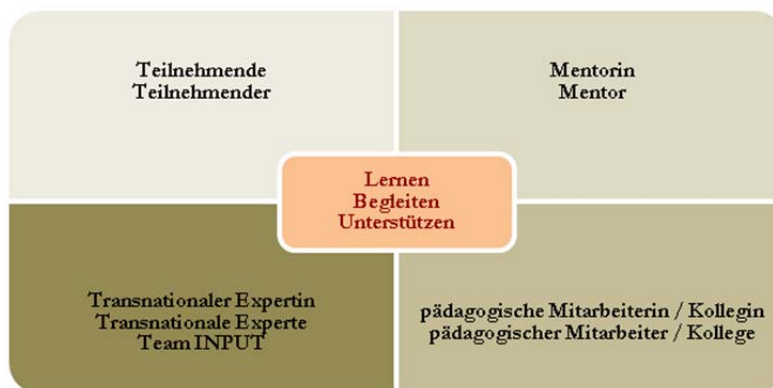
- 20|19 Learning from abroad?
- 19|18 Including suggestions of interesting experiences
- 18|18 Allowing, permitting and organising accompaniment, support and exchange
- 18|14 Consideration and recognition of foreign-acquired education and training (qualifications included)
- 17|18 Developing jointly criteria for “good practice”

6. Adopting technical (professional) suggestions

- 18|15 Understanding complex issues and situations and handle them in a pedagogical way
- 17|15 Identifying, testing and offering useful tools and structures
- 17|11 Applying a good time management
- 16|12 Identifying, understanding, testing, localising and applying useful instruments (such as *JobTOOLS*)
- 15|10 Creating healthy synergies

7. Testing and implementing innovative learning settings

- 19|15 Designing and controlling, together with the participants, joint learning processes
- 19|17 Designing and controlling joint learning processes, involving educational staff, mentors and participants.
- 19|17 Peer learning
- 18|13 Time and space – offering a framework for creative searching movements
- 17|15 Gaining self-confidence
- 17|13 Creating space for testing
- 17|13 Involving participants, mentors, transnational experts, educational staff and the project team: assistance and support from anyone for anyone



4xWIN – quadruple win – seeking and organizing win-win-win-win solutions



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8. Organisational Learning

- 19|15 Team supporting – avoiding team interferences
- 18|14 Several eye view (variety) and systemic view
- 17|13 Circular questioning – circular points of view – circular thinking
- 17|13 Allowing and encouraging cultures of responsibility
- 16|13 Role conflict and role dilemmas of participants and educational staff
- 16|13 All must benefit
- 16|13 Achieving health synergy effects
- 15|12 Broadening, deepening and customizing foreign language skills for executional staff
- 14|10 Identifying worry cultures and work with them

