INTERCULTURAL MENTORING GUIDEBOOK
CONCEIVING AND RUNNING A MENTORING PROGRAM FOR MIGRANT YOUTH
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Cala D’or, Grimstad, Istanbul, Kalamata, Marseille, Menzingen

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Pistes Solidaires Méditerranée changed its name to Hors Pistes
More information: https://hors-pistes.org/
Contact: marseille@hors-pistes.org
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Purpose of the Guidebook

MentorPower is approaching mentoring with a specific angle, putting migrant youth at the centre of the reflection. If you are working in an NGO, a public body, an educational institution (or something similar) and you are considering extending the field of your activities to a mentoring programme for migrant youth; this guidebook is made for you!

The aim of the guidebook is to help you go through all the steps towards conceiving and running your own mentoring programme. The chapters will contain a lot of « questions to ask yourself », in order to identify and analyse the different aspects of your local context: your organisation, your resources, your target group, and the specificities of your geographical area...

Thus, this guidebook should not be seen as a 'ready to use product', with step-by-step instructions to follow. On the contrary, we would like you to tailor your own mentoring programme for migrant youth, corresponding to your own needs. The authors paid attention not to tell you 'what to do' and 'what not to do' when running a mentoring programme, but rather listing the possible choices and the implications involved. It’s up to you to decide what orientation to give to your programme!

What is MentorPower?

MentorPower is a strategic partnership project for the empowerment and social integration of migrant youth by facilitating their integration into the labour market and/or education systems using engagement mentoring.

WHERE DID THE IDEA COME FROM?

The rising rate of youth unemployment, coupled with the increasing rate of migration within and into Europe, makes migrants’ integration into the labour market and/or education systems a genuinely difficult task; one that is harder than for the nationals of the country. The partners of this project recognized the necessity of promoting and facilitating integration programmes that contribute to the integration, social inclusion and empowerment of migrant youth. Such programmes do not only benefit incoming migrant youth, but also benefit Europe as a whole by increasing social cohesion among European communities. Acknowledging the effectiveness of mentoring programmes for helping young individuals set and achieve their goals, the partners in this project gathered to develop and test a mentoring model that suits the needs of the migrant youth in the country of each partner.

Research shows that engagement mentoring practices facilitates the entry of members of discriminated groups into the seemingly constrained labour market. The concept of ‘Engagement Mentoring’ has emerged in the 1990s, first in the Anglo-Saxon world (United States of America and United Kingdom), and has then been disseminated and multiplied throughout Europe. It refers to a specific form of mentoring:

- It is formalized within an institutional setting (such as civil society organizations, public institutions, etc.): it is planned and follows a specific agenda
- It targets socially excluded people, and aims at re-engaging them in the structured routes of labour market or educational systems
- Through the interaction with the mentor, it aims at remodelling certain behaviours and attitudes towards the needs of employers and the job market (e.g. knowing how to interact in a formal setting, improving communication skills and autonomy)

In MentorPower, we choose to adopt the methodology of “engagement mentoring”, with some adaptions to specifically match the needs of migrant youth. Rather than “remodelling” behaviours and attitudes, we aim at engaging mentors and mentees into an intercultural dialogue that will...
expand the mentee's scope of understanding of his host country and his ability to behave in new cultural environments.

**A STRATEGIC PARTNERSHIP PROJECT**

*What is a strategic partnership?*

**Strategic partnerships in the field of education, training and youth are founded by the Erasmus+ programme of the European Commission. They are described as the following:** “Strategic Partnerships aim to support the development, transfer and/or implementation of innovative practices as well as the implementation of joint initiatives promoting cooperation, peer learning and exchanges of experience at European level.”

*Our project aims at supporting innovation in the area of mentoring and support for migrant youth, developing a methodology adapted to migrant youth’s specific needs.*

Concretely, our strategic partnership project combined activities at the local and international levels: locally, we conducted researches on existing good practises, developed a network of local partners, implemented mentoring programmes, conducted a constant evaluation and collection of data, disseminated the results, etc. Internationally, we held transnational meetings to set the methodology, tasks and orientation of the whole project, organised a training of trainers, offered mentors the opportunity to meet their international peers and share their experience related to mentoring, etc.

The partnership brings together 6 civil society organizations in Europe working in the field of youth, and aims at developing and piloting an innovative and sustainable engagement mentoring model for 16-25 year-old migrant youth within a period of 2 years. The project can be summed up into numbers as following: 5 transnational meetings have been held. A total of 12 master trainers, 72 mentors and 72 mentees have been trained, and then participated in the programme, meeting regularly for 8 months. A total of 10 reflection meetings between mentors and 10 reflection meetings between mentors and mentees have been held. 2 short-term bilateral mobility activities were organised, where the mentors observed the work of their peers in other partner countries. There will also be trainings to local NGOs and youth workers, where 200 youth workers will be trained in 5 countries. 3 major project outputs will be delivered:

- A “Best Practices Research Report”, covering research on already existing mentoring programmes with youth and/or migrants, is already available.
- You are currently reading the second output, the guidebook.
- A “Policy Recommendations Booklet” will be edited at the end of the project, which will include a set of policy recommendations related to the implementation of mentoring programmes for the integration of migrant youth, addressed to the policy makers of the countries whence the partner organizations to the project originate.

**ABOUT THE PARTNERS**

The coordinating organization is Pistes Solidaires Méditerranée (PSM) from Marseille, France. PSM is an organisation working in the field of non-formal education. It aims at promoting citizenship (equality, tolerance, altruism) in our intercultural society and interdependent world. The organisation is involved in training youngsters as “change makers”, through enabling meetings and exchange between youngsters from different cultures and various horizons. It is a non-governmental and not-for-profit association established in 2013. The association aims for the development of social interaction and of cultural, educational, sustainable, inclusive and respectful exchanges. It promotes European citizenship and educational mobility and works with young people in youth
information centres in the region, with orientation structures, social centres as well as schools and universities.

The Greek partner, K.A.NE. Social Youth Development, is a youth and education organisation based in Kalamata. Kalamata hosts a considerable migrant population, coming mainly from the Balkans and from Eastern Mediterranean. K.A.NE. is also the founder of the Youth Centre of Kalamata, which now has over 4000 members, including children, youth and adults and offers educational and artistic workshops, where the members can develop their linguistic, artistic and transversal skills. At the same time, it organizes social, educational and cultural activities open to all.

The Norwegian partner, Kvalifiseringstjenesten, is a public school and the refugee centre of the Grimstad Municipality. The partner possesses particular expertise in implementing mentoring programmes with immigrant youth who found asylum in Norway. Working with a set of personnel consisting of 32 teachers and social workers, the centre serves 250 participants from 35 countries. In addition to the particular language and civic lessons given to the immigrants at the centre, the centre has implemented a Grundtvig project on mentoring, entitled LegMe. In LegMe, Kvalifiseringstjenesten, along with the Swiss partner VereinMUNTERwegs, worked specifically with immigrants.

The Spanish partner, Centre for Education, is an NGO located in the town of Cala D’or in Mallorca, Spain. Due to its location in the Mediterranean Sea, Mallorca hosts a number of refugees and immigrants from North and West Africa. Centre for Education conducts trainings activities and provides coaching services to African migrants as well as locals of Mallorca and Spain. The organization is also working with the NEET youth coming from London, within the scope of an international training project.

The Swiss partner, VereinMUNTERwegs is an association located in Menzingen. The association is running a mentoring programme between adult (mostly senior) mentors from Swiss families and children from immigrant backgrounds. They already run a well-established mentoring programme in the country.

The Turkish partner, Community Volunteers Foundation (TOG) is located in the metropolitan city of Istanbul, along with 123 branches in 71 provinces in Turkey. TOG is a national network of organisations, and the geographic range of the organization enables them to run programmes with various different ethnic groups in Turkey who migrate from rural areas to cities (including the Kurds, the Laz, and the Roma), along with the recently incoming Syrian and Iraqi communities who seek refuge in various cities all around the country.

Research and Methodology

THE RESEARCH

MentorPower project has been conducted as an ‘action-research’ programme: it includes implementing some concrete activities (in our case, several mentoring programmes in 6 countries); and simultaneously conducting a research (on ‘how to foster the socio-professional integration of youth via a specifically tailored mentoring programme?’). While the research is addressing a
problem and analysing its components, the ‘action’ part of the project actively participates in developing an answer to the problem.

The implementation of experimental mentoring programmes in the 6 countries followed a fixed frame, but with adaptations allowed in order to match the specifics of national and local contexts. For instance, the fixed frame of the programme included:

- The implementation of a mentoring programme for migrant youth for a duration of 9 months
- At minimum a bi-mensual one-to-one meeting between mentor and mentee
- A training for mentors and a training for mentees at the beginning of the mentoring programme
- Two collective meetings for mentors and two collective meetings between mentors and mentees
- An international meeting between mentors of different countries

Nevertheless, some criteria were more flexible, and allowed some adaptation to local contexts. For example, in Greece, due to the young age of the mentees (they were minors), the mentoring support were not focused directly on socio-professional integration but rather on the valorisation of competences, socio-professional orientation and intercultural awareness.

All through the implementation of the project, a special focus was given to the gathering of information for documentation purposes. All activities were thoroughly reported and shared among partners (tools, training and meetings programmes, pedagogical activities, etc.). Intensive monitoring and evaluation strategies were also carried out in order to reflect constantly on the methodology. Feedback and evaluation were given from various stakeholders of the project, in order to collect a diversity of point of view and experiences of working within the project: international partners’ staff, mentors, mentees, local partners... The document you are reading does not stand as a ‘report’ of the activities conducted in MentorPower project; you will read only a few testimonies and anecdotes from their implementation. However, this guidebook has been built on empirical knowledge, and the writing process could only have been conducted in parallel with a conscientious evaluation and documentation process.

GUIDEBOOK WRITING PROCESS

The present guidebook has been written collectively by the pool of partners participating in the programme. All through the steps to create this guidebook, from the gathering of information to the reviewing part, the international team has been working on a collective and participative basis. The methodology used was the following: each partner was responsible for the writing of one chapter, coordinating the collection of information, the structure of the content and the wording. But they were also contributing to and reviewing the other chapters. The responsibility for the chapters were attributed according to the field of expertise and the level of resources of each partners.

The Spanish partner, Centre for Education, wrote the first chapter, ‘Designing a mentoring programme’, inspired by their experience in project development and management. The Norwegian partner, Kvalifiseringsstjenesten, took care of the second chapter, ‘Registration and selection of mentors and mentees’ and closed it encouraging the programme coordinators to ‘trust human nature’. The Greek partner, KANE, wrote the third one, ‘Training’, and included a lot of tips from their experience in trainings and their use of non-formal education. The Turkish partner, Community Volunteers Foundation (TOG) gathered their knowledge in organising mentoring programmes in the fourth chapter, ‘Starting and running the programme’. The Swiss partner, VereinMUNTERwels, wrote the fifth chapter ‘Evaluation and Improving’ from their empirical experience of making a mentoring programme growing, adjusting and becoming well-established. Finally, Pistes Solidaires Méditerranée, as the general coordinator of the project, was in charge of the global coordination of the guidebook production, the writing of the introduction and conclusion, and the final reviewing. The guidebook also includes a number of tools in annexes, such as templates of registration forms, pedagogical tools to be used for the trainings or evaluation sessions. Although we recommend you to read the guidebook in chronological order, going through all the step towards tailoring your own
mentoring programme, it can also be used as a punctual inspirational resource to ‘unlock’ a situation you are facing in the coordination of your mentoring programme. Have a good read!
Designing a Mentoring Programme

« A goal without a plan is just a wish. »
Antoine de Saint-Exupéry

A. FROM ASSESSMENT OF LOCAL NEEDS TO PROGRAMME DESIGN

1. Defining the target group
   a. The mentees
   b. The mentors

2. What are the objectives of the programme?

3. How to accompany the mentees?

4. What extents for the mentoring programme?

B. FROM ASSESSMENT OF YOUR ORGANISATION TO PROGRAMME DESIGN

1. Create a management structure

2. Set up time frames and key phases of the programme

3. Finance plan

C. COMMUNICATION ABOUT YOUR MENTORING PROGRAMME
Chapter I – Designing a Mentoring Programme

In this chapter, you will learn how to design, plan and build a mentoring programme:
» Determine objectives, goals and expected outcomes
» Assessment of your organisation
» Create a management structure
» Set up time frames and financial plans
» Introducing the programme: marketing and dissemination
» Target Group approaches

Introduction

The aim of this chapter is to help you build your own mentoring programme specifically designed for immigrant and migrant youth, taking into account your own working context. By providing different sets of questions, and tips along the way, it will help you to think specifically about the common struggles, needs and solution strategies relating to this specific target group. The programme design and planning stage enables you to create a map of how you will manage and implement your mentoring programme. Of course, your plan can be modified as you go because circumstances and experiences can change along the way. But, by assessing your strengths and weaknesses, by planning in advance, establishing procedures and developing a financial plan, you can be rewarded with successful results.

A. From assessment of local needs to programme design

Once you have decided to develop a mentoring programme, the first thing to do is ask yourself “Why are we starting this programme? In general, why is it needed?” The following chapter will guide you through carrying out a local needs assessment and designing your mentoring programme according to the needs.

1. DEFINING THE TARGET GROUP

The two main target groups who will benefit from your mentoring programme will be the mentors and the mentees. The first question to ask yourself is “Who” exactly will be your target group?

   A. THE MENTEES

The MentorPower guidebook aims at designing specific mentoring programmes for migrant youth. But “migrant youth” covers a heterogeneous reality, and your programme can have a very
different shape and strategies depending on the situation of mentees who will participate in the programme.

As an organisation ask yourself:
- Which migrant youth is already in contact with your organization, or which specific target group do you want to get in contact with?
- How recently have they migrated and was it a difficult or traumatic process?
- Do they have legal status in your country?
- Which countries do they come from? What are their ethnic and religious origins?
- Would the family of the given ethnic group approve of outside intervention in their lives?

Whether you decide to focus on minors, youth, adults or refugees (or all inclusive) there are elements that should be considered. For example, minors will require legal adult approval from a family member or from their social services department (it can also be the case for some adult youth under administrative supervision). Consider that there might be potential resistance from the migrant’s family and/or social workers to join your programme; in this case, try to understand the elements on which they are reluctant and take them into account in the design of your mentoring programme in order to reassure them and gain approval of the different stakeholders (for example, you can state as a rule that the mentoring meetings will start with a meeting with family; or you can propose to the social workers to report the global process of the mentoring process, etc.). The legal status of the migrants could divert the focus of the mentoring programme onto becoming a paperwork exercise which can lead to mentors’ frustration. Regarding refugees, they may be emotionally vulnerable due to post-traumatic experiences that can be hard to address for the mentor. Also, it can be useful to be aware of any cultural elements that one should be sensitive about in addition to the existing stereotypes and prejudices of their ethnic and religious origins, in your country.

B. THE MENTORS

The mentoring programme will primarily be designed depending on the needs of the mentees, since the mentoring programme is introduced as an answer to migrant youth’s specific challenges. But it is important to take into account the mentors as a target group on which the mentoring programme will have a significant impact in terms of learning and experience. Thus, it is important to think about them as a “target group”.

- Which potential mentors are already in contact with your organization? Can your organization count on a network of followers or volunteers?
- Have they already experienced mentoring, tutoring or similar coaching activities?

2. WHAT ARE THE OBJECTIVES OF THE PROGRAMME?

Once your target group is defined, you can ask yourself about “What” are the objectives of the programme. To do so, we propose you consider the main obstacles to the mentee’s socio-professional integration and to adjust the objectives on the available resources to tackle the issues.

- What elements can be seen as obstacles towards their socio-professional integration?
- What are their qualifications, their legal status, and their family structure?
- What language barriers exist, and what are your resources for addressing them?

Lack of qualifications, language barrier, or even legal status can be significant obstacles in the migrant’s pathway in their new country. Can the mentor address all these needs? The above elements should be further discussed during the training of the mentors and mentees. Taking into account the mentee’s obstacles, you can better design the final mission of the programme. What are your final goals and objectives? Make sure they are specific, measurable, attainable, relevant and time-bound (the fifth chapter on Evaluation and Improving will help you design the
objectives). Keep these objectives in mind whilst planning, implementing and improving your programme.

3. HOW TO ACCOMPANY THE MENTEES?

Most migrant people already have at their disposal certain services and support (such as social workers, teachers, educators, legal advice, family and friends, etc.). It is important to take into account how they are already being accompanied so that your programme offers complementary support to what already exists.

- **What kind of social services do the target group and their family already receive?**
- **How can your programme complement these services?**

Once you are aware what assistance the target group may already be receiving, you can think about the type of mentoring support you want to propose. Global mentoring programmes use a number of different types of mentoring, depending on the organisation and circumstances of the participants.

» **Peer Mentoring**
This is a type of mentoring that is usually between a person who has lived through a specific experience (the mentor) and a person who is new to the same experience (the mentee). In the case of migrant youth mentoring, you can choose to pair newly arrived migrants with adults having migration background.

» **Group Mentoring**
One mentor works with 4-6 mentees at one time, working together. This works well for organisations with a limited number of mentors and mentees can gain insight from not only the mentor, but also their fellow mentees. However, this type of mentoring may limit the personal relationship between mentee and mentor.

» **One-to-One Mentoring**
Usually a face-to-face communication between a more senior or experienced person (the mentor) and a person who needs guidance and assistance (the mentee). It is usually, but not always, conducted as a pre-arranged meeting somewhere convenient to both mentor and mentee. The relationship may be a new experience for the two participants and much less established. Therefore, successful face-to-face meetings, and being comfortable within the relationship, are important pre-requirements to later and/or alternative methods of communicating such as email or video links.

This guidebook is based on experience of one-to-one mentoring programmes, but can offer valuable information transposable to other types of mentoring.

4. WHAT EXTENTS FOR THE MENTORING PROGRAMME?

The design of your mentoring programme should also include a territory analysis. You should take into account the geographical aspect of your potential mentees, as well as the already existing network of organizations working with migrants.

- **Where do immigrant and migrant youth reside in the town/region?**
- **Is there a concentration of immigrant/migrant youth in one specific area?**
- **Are they rather isolated or included in their communities?**
- **Is there any existing organisation already working with migrants? What support do they offer?**
- **Are there any other mentoring programmes running in my region? Could we collaborate?**

Knowing where your target group is located will help with logistics further into your programme, for example, travel options to meet their mentor, knowing what facilities already exist in their area.
and, if in a large concentration, the availability of potential volunteers for your programme. Keep in mind that restricting the territory of the mentoring programme to the local level (the city, or even the neighbourhood) can allow the mentoring pairs to meet more regularly and easily without travel expenses.

Research other mentoring programmes in your area, as well as already existing organisations supporting migrants. You may be able to pool resources, especially in the recruitment of mentors for your programme. Yours may be the first mentoring programme aimed at your particular target group; perhaps other initiatives with the same target group have been established and could run parallel to your mentoring programme.

The territory analysis will help you decide the scope of your mentoring programme, both geographically speaking and in terms of complementary support to the already existing programmes.

### B. From assessment of your organisation to programme design

Whether it is the first time your organisation is implementing a mentoring programme, or you wish to improve your mentoring practice, it is always useful to carry out a self-assessment to be fully aware of your own strength and weaknesses.

- What programmes or activities have we conducted in the past for youth or migrant youth?
- What established connections do we already have within these communities?
- What challenges can you foresee within your organisation?
- Does our financial plan concur with foreseen finance requirements?

Connections that you may already have that work within these communities may be able to assist with training requirements.

#### 1. CREATE A MANAGEMENT STRUCTURE

Once you are clear on your objectives, a team should be formed as needed to assist a dedicated coordinator, or a decision making committee, in implementing the programme. This coordinator should be given enough time and resources to carry out their role throughout the programme.

- Is our staff capacity sufficient for the term of the programme?
- Have we training or experience in working with this target groups?

The questions to ask yourself are both quantitative and qualitative. Start by establishing a programme workflow chart or timeline to detail the tasks and activities to be conducted by your team, so that you can evaluate the workload. You can provide details such as key actions, timeframes, support resources, and criteria for moving to the next phase. Think about how you can monitor your programme as it develops and how you plan to evaluate the mentoring process, the mentoring outcomes and achievements — see chapter V; Evaluating & Improving. If you are afraid your team might not be fully prepared or not experienced enough to engage into a mentoring pro-
gramme, you can conduct a best practices research, get closer to other organisations proposing this kind of support, and attend trainings to gain the lacking skills.

Keep in mind that successful mentoring programmes offer both structure and flexibility: structure provides programme participants a mentoring workflow to follow and is important to help participants achieve the defined goals, and flexibility is essential to support individual mentoring needs.

**2. SET UP TIME FRAMES AND KEY PHASES OF THE PROGRAMME**

- What are the key moments of the mentoring cycle?
- How long should your programme be?
- How often should the mentoring pairs meet?
- Will you include collective meetings for all participants to the programme?
- Set a date to start and when to finish.

The length of your programme has to allow for preliminary research and your organisation’s training needs relating to your target group. Thought should to be given to potential collaborators and stakeholders throughout the development stage.

A mentoring cycle of a minimum 6 months allows time for the mentor/mentee relationship to build. Take into account external factors that can affect the programme agenda (e.g. school calendar if the participants are students, the mentoring process can slow down in summer time if some people leave on holidays, etc.).

If the mentoring meetings happen on a regular basis, it will be easier for the coordinating organisation to keep track of the mentoring pairs and check on their progression. If the meetings take place too often, it might be seen as a constraint for the participants, it can appear as too much engagement for the mentors and mentees, often participating on a voluntary basis. On the contrary, it can be hard for the mentoring pairs to keep the motivation up and to build a trusting relationship if they do not meet very often. From the mentoring programmes implemented by the writers, experience has shown that one meeting every two weeks works well for both participants.

Also, some participants may not be able to attend their meeting for any given reason. Providing this does not become a regular occurrence, individual changes can be made to suit the participants’ timetables.

*Tip: Allow for flexibility! For example; you may be finding it difficult to recruit mentors or mentees so decide in advance how many you are realistically aiming to find but allow for changes. You may result in recruiting more mentees than mentors, so consider mentors having more than one mentee, for those in agreement - the programme can be modified to suit.*
3. FINANCE PLAN

Having an idea of what the programme will cost your organization from the beginning will alleviate any surprise expenses along the way. Start with an assessment of:

- Anticipated running costs: staff, rooms, travel, and other costs.
- Means of finance: funded by the EU, national government, local government, businesses, charity, sponsors, private funding?
- How to secure this funding?

Although participants are volunteers in your programme, consider if an ‘expenses allowance’ will be available, for example; café expenses or even travel costs for your mentees if from an isolated area.

Perhaps you will need to organize your trainings or mentor and mentee meetings away from your organization to be more accessible to the participants. This may require hiring a meeting room on occasions, which should be budgeted for.

C. Communication about your mentoring programme

Sharing news about your mentorship programme helps build interest from prospective mentors, sponsors and financiers so communicate the programme’s development, progress and successes. This information—as well as details on eligibility and participation requirements—can be available at all levels, including community groups, social media and a dedicated website to generate awareness and support, even among mentors who can’t join the programme yet. Design a dedicated webpage as early as possible, even if it is a link to your own website; interested parties will look for more information and check out the programme online. For first meetings, take some form of official documentation – leaflets or flyers about your organisation and the project itself.

Involving social workers, immigrant associations, schools and other youth organizations from the very start of the programme is a key step, especially if you are an organization not active in this field. This enables young migrants to be informed about the programme directly by their social worker/teacher/youth leader, who they already know and trust. This introduction to the programme is adapted to the migrant - the social worker who explains the programme already knows the potential mentee and therefore knows better how to talk to him/her and explain the potential benefits of mentoring for them.

**Note:** It may sometimes be hard to explain the role of a mentor and how it is different to a social worker. For example, migrants may already be involved with several “helpers” around them (social workers, teachers, job councillors etc.) and their primary helper may not understand that the youngster can benefit from having another person involved. It is possible that they feel your organisation is taking their job away.

**Tip:** In order to save time and maximize impact, it may be an idea to create a “Working Group” or “Committee” that unites all the social workers interested in the programme. Collective meetings could be organized with them, and this working group used during the whole mentoring project.

A diagram is available in an annex to visualise the different steps of the mentoring programme. The next chapter “Preparation” gives a full guide into the recruitment and training stages for developing your programme.
To sum-up: A successful mentoring programme can be developed with the help of good design and planning. By taking the time to carefully think through all aspects of your programme, you will ensure that you are able to serve the target group most effectively and sustain your efforts over the long term.
If one is truly to succeed in leading a person to a specific place, one must first and foremost take care to find him where he is and begin there.

Søren Kierkegaard

INTRODUCTION

A. Designing the registration process

B. Communication strategy

C. The registration process
   1. Mentee’s information and registration process
      a. Preparing your interview with potential mentees
      b. To keep in mind
   2. Mentor’s information and registration process
      a. Preparing your interview with potential mentors
      b. To keep in mind
Chapter II Registration and selection of mentors and mentees

In this chapter you will be guided on your steps towards:

» Registration process of mentors and mentees
» Selection criteria for applicants
» Creation of application forms for mentors and mentees

Introduction

The aim of this chapter is to give the reader the resources needed to select mentors and mentees. To many, this part of the programme appears as the most challenging during the whole mentoring programme. Depending on your organisation’s resources and networks, the task can appear to be very hard or very easy. One very crucial point in the process is to make good matching: you are to decide which persons are to build tight and personal relationships. Regardless of your situation this chapter will give ideas on how to manage finding well qualified mentors and mentees.

A. Designing the registration process

The previous chapter has helped you going through setting a frame to your future mentoring programme. The design has to be taken one step further in the registration phase of the programme. Here’s some more questions to ask yourself:

» What are the requirements/eligibility for participation?

Decide on an outline of parameters that should be met to participate in your programme. For example: age, location, personal circumstances, etc. However, it is important to remain flexible with this criterion – potential mentees may already have a job, for example, but it may not be what they want to do and, a good mentor does not have an age limit.

» How to enrol/select mentors – is it open, application or invite only?

You may already have people in mind to approach to invite to be a volunteer mentor. Once your programme has been shared and disseminated it is possible to acquire a further number of interested parties. A completed application form is essential to find out more about your volunteers and help in the pairing of your mentor with their mentees.

» How do we respect confidentiality of information?

When receiving applications of potential mentors and mentees, you might find yourself in possession of private information, linked to the personal stories of the migrants. It is good to agree on certain rules on confidentiality, both internally with the team, and externally with the mentors and other stakeholders. On the other hand, it might be difficult to obtain reliable information about the potential mentee, for example about the legal status, since administrative processes can be a real labyrinth where protagonists themselves get easily lost. The mentors will surely face similar situations, thus it would be good to include this topic in discussions during the training.

» How to contact the target group (mentees) and select participants?

By previously introducing the programme and having meetings with social workers, teachers, youth leaders, other organisations, associations or schools that have a pool of potential mentees, the contacts have already been made. With their help you can select appropriate mentees that will benefit from your programme.
B. Communication strategy

There are a number of ways of how to make the project known, the traditional ways being sometimes as efficient as the modern communication tools. Here’s some inspiration:

- make small folders as handouts
- posters
- local press
- social media
- network (social/professional)
- visiting organizations (schools, religious houses, Rotary, Lions club etc.)
- contact various social workers/refugee centres
- promotion in volunteering networks

In most cases the mentees will be reached through organized activities like clubs, various organizations (private/public/profit/non-profit) and schools. Mentors are more likely to be reached and recruited by using personal network as a start. When needed, the tools mentioned above will be made use of.

C. The registration process

1. MENTEE’S INFORMATION AND REGISTRATION PROCESS

It is very important to make sure that the potential mentees have a full understanding of the impact of the project. In many cases it is vital to translate written material as well as using an interpreter. We would advise to design a simple application for mentees and prepare an oral interview. It is also vital that the mentees get sufficient information about the implication of being a mentee. In this programme the main focus is on education and work. There is a danger that the mentees might think that getting a mentor means that they have a kind of assistant who will help them in any way whenever they want. It is important for the mentee to understand the programme; what it offers as well as its limitations. Additionally, the mentees must be given exact information about the programme, when it starts and when it ends. They also need to know the number of meetings/mentoring sessions the mentees have to be part of. The mentee should also be informed that the relationship with the mentor might last longer, but it will not be part of the mentoring programme. If the target group has limited language skills in the country they now live in, written and oral information about the programme should be given in a language they speak fluently.

A. PREPARING YOUR INTERVIEW WITH POTENTIAL MENTEES

When meeting potential mentees for a registration, you can engage into an informal interview to understand his/her motivations and expectations. Useful questions to be used while talking with potential mentees are the following:

- Why do you want to be a mentee?
- What do you think you can learn from this programme?
- How would you react if...?
- What if your mentor might be negative or unwilling in taking part in certain activities?
- What if your mentor has a moral view far from you regarding areas like religion, gender issues or sexuality?
- What if the mentor often doesn’t show up where and when you had agreed to meet?
- What do you hope will be the results of this programme?
B. TO KEEP IN MIND

Here are a few tips to keep in mind; Don’t put too many limits on who can be a mentee. Don’t make the selection too lengthy; the potential mentee may be scared off by too much bureaucracy. Set a reasonable deadline for application (not too long, or else they will forget; not too short, or else they might not be able to meet it). Provide a reader-friendly form. It should be in the native language of the mentee when possible. This will only be fruitful if there is a translator available. Set aside sufficient time to fill in the form and reflect on various questions together with some of the potential mentees. Some of the mentees might not be readers, or they might have poor language skills.

2. MENTOR’S INFORMATION AND REGISTRATION PROCESS

Mentors must be adults who, through personal knowledge or interviews, show their engagement and motivation to the project. Don’t put too many limits on who can be a mentor – but make sure that the minimum is enough of what you expect from them. In spite of this we recommend considering asking the potential mentor to bring a police certificate proving non-criminal activity involving minors.

Before validating the mentoring pair, it is important to let the mentor know about the legal status of the mentee. The relationship between the mentor and the mentee will be influenced by the status of the mentee as an immigrant.

A. PREPARING YOUR INTERVIEW WITH POTENTIAL MENTORS

When meeting potential mentors for registration, you can ask questions similar to those for the mentees, described above. But the mentors might also have concerns. Be prepared to answer questions such as:

- What exactly is a mentor?
- What does a mentor do?
- What will be my task/role?
- How is my role different from a social worker?
- What is the purpose of the mentoring relationship?
- What are my primary goals?
- Will I receive any retribution?
- How often do we meet, and for how long?
- Who will be responsible for scheduling our meetings?
- What structure do the meetings have?
- How do we communicate between our meetings?

The above questions should be built on during the training of the mentors; providing sufficient training for all programme participants is one of the most important steps in building a programme with long-term success. Mentees and mentors could sit together and discuss these topics, to allow a shared understanding of both roles and to lay the groundwork for mentees who perhaps may want to become mentors in the future.

It is advisable to give mentors answers to these questions from the first meeting/interview, as food for thought, and expand on them during their training. For example, here is the definition of mentoring according to Eric Parsloe:
“Mentoring is to support and encourage people to manage their own learning in order that they may maximise their potential, develop their skills, improve their performance and become the person they want to be.”

Eric Parsloe (cf. The Oxford School of Coaching & Mentoring”)

It is important for volunteer mentors to have an idea of their role in advance. As part of the information given, the mentors can be told that mentoring should include most of these themes:

- **Information**: Mentors share their knowledge, experience and wisdom
- **Contacts**: Mentors provide valuable opportunities by facilitating academic, career-related and personal contacts
- **Challenges**: Mentors stimulate curiosity and build confidence by presenting new ideas, opportunities and challenges
- **Support**: Mentors encourage growth and achievement by providing an open and supportive environment
- **Goal setting**: Mentors help mentees discover talents and interests and define and attain their goals
- **Advice**: Mentors may advise their mentees in how to reach academic, career-related and/or personal goals
- **Role models**: by sharing stories of achievement with the mentee, mentors can become role models

Chapter IV of the guidebook provides deeper information on the roles of the mentors.

**B. TO KEEP IN MIND**

In most cases, mentors become involved in a mentoring programme on a voluntary basis, without getting paid. If there are too many formalities (forms, interviews, references etc.), good potential mentors might back out. On the other hand, you must somehow get sufficient knowledge of the qualities of the mentor. If you don’t know the potential mentor, you should try to get a face to face meeting to get all relevant information needed. Don’t let the mentors wait too long before they get their mentee. If all the mentors and mentees are not ready at the deadline, you must seek various solutions locally to put them together.

Your mentors are likely to be more accessible than mentees (for example, to have less cultural differences and less language barriers) so it can be difficult to avoid applying some kind of “hierarchy” between the two. When describing the mentor as “helping” the mentee, a hierarchy is automatically introduced due to “help” being a one directional word. Mentors can easily be labelled as “volunteers” of your organization because of their status of a “helper”.

You can also consider a volunteer as anyone who is participating in your organization, on a voluntary basis and without remuneration, which includes the mentees themselves. Keep in mind that the mentee is helping the mentor to develop transversal skills!

Two examples of application forms can be found in annex, a long one and a short one. The longer the application is, the more information you have in order to draw a detailed profile of the applicant. It could make the selection and matching easier, but it can be intruding and can appear as a difficult task for the mentee to fill it in.

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**To sum up:** To give sufficient information to the mentors and mentees is of crucial importance. Due to potential language barriers, carry out double and triple checks in order to get confirmation that the participants have the understanding needed. The organisers of the mentoring programme must be prepared to spend a lot of time when carrying out the matching. Use the criteria suitable to your programme, and trust your knowledge of human nature.
Tell me and I forget, teach me and I may remember, involve me and I learn.

Benjamin Franklin

INTRODUCTION

A. Know your learners: needs assessment

B. Trainings
   1. Training for mentors
   2. Training for mentees
   3. Common workshop for mentors and mentees

C. Types of learning and methodologies
   1. Non-formal and informal learning
      a. What is non-formal learning?
      b. What is informal learning?
   2. The importance of using non-formal learning methods
Chapter III – Training

This chapter will guide you through the creation of a training programme, what sessions it could include and what things are important to remember both while preparing the training sessions, as well as during them.

You will learn how to make the training sessions an essential part of the mentoring programme, in building a sense of community among the participants.

Introduction

Training the mentors and the mentees in order to prepare them before the beginning of any mentoring programme is an essential part of the process. One thing that you need to keep in mind is that the training will assist both mentors and mentees in becoming more aware of the process that they are going to follow and clarify their own aims, objectives and expectations from the mentoring programme. It will help them to get to know one another and acquire a sense of belonging to the group. It should also create a sense of trust between all parties and a safe space for sharing ideas, experiences and good practices, as well as asking for assistance from the other mentors/mentees when they need it.

A. Know your learners: needs assessment

The first thing that the trainers need to do before starting to design any training programme is to go through the profiles of the learners and try to identify their specific characteristics and needs. They can use the mentors’ and mentees’ application forms and, if applicable, information provided to the project managers during personal meetings and interviews to gather information that could be used to create a training adapted to the needs of the learners.

Needs analysis is critical for the preparation of the training, as it allows the trainers to:

- Identify specific elements which they can focus on
- Analyse the skills and experience of each participant and see how they can be combined during the training to achieve the best possible results and peer learning
- Define the best tools and methods to be used during the training
- Identify the expectations of each participant regarding the mentoring programme
- Identify the themes which they need to focus on or elaborate more
- Identify the challenges the mentees are facing and prepare the mentors accordingly
- Set the concrete objectives and expected outcomes for each training

Keep in mind that every individual is different, has different needs, experiences, expectations and background. The key to a successful training is to be adaptable and able to combine the experiences and strengths of each individual learner in order to better address the needs of the group.

Tip: A session sharing “fears, expectations and contributions” can be held during the first part of the training (the idea is to allow space for the participants to share what they are afraid of or reluctant about the training, what they expect to learn or gain, and what they can bring to the training, in terms of knowledge, mood or resources). Such a session will help the trainers to go deeper into their needs analysis and adapt the training, if needed, but will also give the opportunity to the mentors or the mentees that participate in the training to rethink and re-evaluate the reasons why they are participating in this mentoring programme, and in what way they, themselves, can play a role in its successful implementation.
B. Trainings

In order to properly prepare all parties for their participation in the mentoring programme, it is important to prepare 2 separate trainings, 1 for the mentors and 1 for the mentees, as their learning needs and their role in the programme are different. After the completion of these trainings and before the matching of the pairs, it is advisable to also organise a short workshop, where the mentors and the mentees will have the opportunity to come together, do some common activities, get to know each other and create a safe and comfortable atmosphere among themselves.

For each of the training session, the same basic steps and principles apply:

- Create a comfortable learning environment. Participants need to feel safe and comfortable
- Set up the area with the appropriate materials and check that the technical equipment is working properly (if needed)
- The trainers need to be present and available: be there on time to receive participants and be available throughout the sessions to assist, advise, keep the time, etc, even during sessions where they have no active role (e.g. when participants are divided into working groups)
- Try to “read” the participants, understand their needs and spontaneous reactions, and be prepared for changes and adaptations
- Make a good debriefing after each session and give the participants the space to ask questions and share opinions, ideas and experiences
- Create a good evaluation session. This will allow for the improvement of future trainings.

1. TRAINING FOR MENTORS

The training of mentors before the beginning of the mentoring programme is very important, as it will set the basis on which the whole process will be built, as well as give the opportunity for the mentors and the managers of the mentoring programme to become more acquainted with each other and create a comfortable environment for sharing ideas, good practices, tools and experiences.

Before starting the training for the mentors, you need to set the objectives and outcomes that you want to achieve. Each training needs to be adapted to the specific reality of the community the mentoring process is taking place in, as well as to the profile and needs of both mentors and mentees. However, there are some basic things that should be addressed during the training for the mentors and these are:

- Explore the needs and expectations of the mentors
- Present in detail the mentoring programme, its aims, its timetable
- Analyse the role of the mentor
- Create a “group spirit” and dynamic among the mentors to facilitate sharing
- Address the worries and doubts they may have, encourage peer support
- Intercultural learning: address stereotypes and cultural misconceptions
- Discuss tools that can be used to facilitate the mentoring process
- Tutoring skills e.g. conflict and crisis management
- Problem solving (active and non-judgemental listening)

You can find examples of tools that you can use to address these issues in the toolbox annex at the end of this guidebook.
To keep in mind:
Each training needs to be different and adapted to the specific context. It is advisable that the trainers, before the training, explore also the legislations and policies regarding the target group (immigrant youth) in each country, differences in status (refugees, first generation immigrants, of immigrant origin, etc) and discuss this with the mentors.

2. TRAINING FOR MENTEES

The training of the mentees is also a very important part of the preparation for the mentoring programme, as it will give the opportunity for the mentees to understand better the mentoring programme and its objectives, surpass any misconceptions that they may have regarding the programme (for example, it should be made very clear to the mentees that this programme does not guarantee that they will find a job), get to know each other better and increase their trust of the managing organization.

As with the mentors’ training, before the mentees training you need to take under consideration the needs and profile of the mentees, as well as their specific context, background and realities. The basic things that can to be addressed during the training for the mentees are:

- Explore the needs and expectations of the mentees
- Present in detail the mentoring programme, its aims, its timetable
- Explore the relationship mentor-mentee
- Address the worries and doubts they may have and encourage peer support
- Intercultural learning: address stereotypes and cultural misconceptions
- Conflict and crisis management
- Language barrier and communication (including non-verbal communication)

You can find examples of tools that you can use to address these issues in the toolbox annex at the end of this guidebook.

To keep in mind:

You need to take into consideration the fact that some of the mentees may not yet be able to speak the language of the country they are living in and arrange the sessions accordingly. Use interpreters, if possible, and focus on more practical, non-verbal activities. You also need to be aware of the specific cultural characteristics and intercultural differences and plan the training accordingly.

3. COMMON WORKSHOP FOR MENTORS AND MENTEES

It can be beneficial to organize a common session for both mentors and mentees together. The idea is not to make one unique training for mentors and mentees, because both of them need specific sessions, but to organize a collective session as part of their global training. It would be a way to discuss important features with the active participation with both sides of the mentors’ and mentees’. It could also enable the strengthening of community spirit of the mentoring programme.

This workshop needs to focus on creating a relationship between the mentors and the mentees, strengthen their community spirit, and encourage the sharing between them. It is important to show that both the mentors as well as the mentees have a lot to learn from each other. You can organize a session where mentees share parts of their culture and the history of their countries of origin with the mentors.

Tips:

Food is a good tool towards the creation of a comfortable and fruitful atmosphere. Sharing a good meal makes it easier to come up with new ideas, and when mentors and mentees eat together, the dynamic has been very good. You can ask the mentors and the mentees to bring food that they will share together at the end of the day.
Dance is another tool that you can use to bring mentors and mentees together, as well as to show that the mentees have things to teach the mentors as well. Ask the mentees to show/teach the mentors a traditional dance from their countries of origin. It will allow them to have fun and become more comfortable with each other.

C. Types of learning and methodologies

1. NON-FORMAL AND INFORMAL LEARNING

WHAT IS NON-FORMAL LEARNING?

Non-formal education is often characterised in opposition to formal education: non-formal learning refers to the learning which takes place outside a formal educational curriculum. Because it is not carried inside the structure and routines of the formal system, the learners come on a voluntary basis. Therefore, the contents are more closely linked to young people’s needs, aspirations and interests. Non-formal education training sessions are structured and planned, but leaves a great place for flexibility. Indeed, non-formal education often adopts a top-down, participative and learner-centred methodology, that opens up the space for debates and initiatives.

For example, a sports’ club or an evening language course offered by an organisation enters in the scope of non-formal education.

The mentoring programme itself is a non-formal education tool: it is run outside from a formal education routine, but planned (by its methodology and programme cycle) in a way to help mentors and mentees gain competences.

WHAT IS INFORMAL LEARNING?

Informal learning is often described as “the learning that happens in daily life”: it happens while socialising, by experiencing new things, etc. It is different from non-formal learning in the sense that there is no ‘teacher’ or ‘facilitator’ that has planned an educational programme for you to go through. Informal learning is, by essence, incidental.

For example, think about anytime when you made a mistake and you told yourself ‘never again!’ well, that’s informal learning...

In mentoring programmes, informal learning has a great role to play in the development of mentors and mentees. By meeting up, socializing, sharing stories and taking one another to different places, they will come out of their own bubble and discover a new reality.

2. THE IMPORTANCE OF USING NON-FORMAL LEARNING METHODS

During the trainings for both the mentors and the mentees, you can use a variety of methods, combining formal presentations with non-formal learning tools and methods, such as simulation and experiential exercises, role-playing, group discussions and debates, artistic expression, etc.

Non-formal learning methods are usually participatory, which helps in building a sense of solidarity and co-ownership of the programme among participants. By using participatory methods, participants will engage in dialogue, share their point of views and ideas; this is a first step to get to know each other between the group members (it might be easier to break the ice between participants of the programme if they have heard each other speaking during the training, than if everyone sits quietly in the training room). Also, non-formal education methods allow a space for talking about feelings and emotions (e.g. sharing hopes and fears, doubts...). Tackling these topics in collective sessions will help the mentors and mentees to identify the sensitive topics and might want to go deeper in their one-to-one mentoring meeting. Finally, using participative methods and holding
evaluation sessions to adapt the programme to the participants’ needs means that the mentors and mentees have something to say on the programme and its methodology: it help fostering a feeling of co-ownership of the programme and a better sense of belonging to this experience.

Also, it is important to point out that the mentoring programme itself is a non-formal education tool. The voluntary activities or the activities organized by youth organizations play a key role in allowing young people to develop their soft skills. Youth workers and trainers can use non-formal learning tools and methods to create and implement activities that target directly the needs of the young people in developing skills and competences that will ameliorate their position in the labour market as well as support both mentors and mentees to develop self-confidence, communication and social skills. Finally, apart from the above, non-formal education and participation in youth work activities may allow the young people, and especially people with fewer opportunities that feel isolated and excluded, to gain a sense of belonging, become more active in their community and realise the role that they can play for the improvement of their future and the future of the community they are living in. This guidebook helps to tailor and adapt your mentoring programme depending on your own needs and context, considering your target group at the centre of the programme, using a learner-cantered approach.

An example of training outlines for mentees is available in the annex. You will also find a pedagogical toolbox with a number of activities that you can incorporate in your training’s programme. The tools are arranged according to the beneficiaries they have been designed for (for mentors, for mentees, or both), and the objectives they serve (ice breaking, team-building, assessing motivations, skills or challenges, etc.).

To sum-up: The key to a successful training is the ability of the trainers to “read” the participants and adapt the training and the tools that they will use accordingly. Using a combination of formal and non-formal education methods and tools during the trainings will allow for the best possible learning outcomes, both in terms of understanding the mentoring programme, its objectives and their role in it, as well as in terms of creating a comfortable and fruitful atmosphere and a sense of solidarity among the group. Thus, developing skills and competences that will contribute to the successful implementation of the mentoring programme.
Starting and running the programme

“The delicate balance of mentoring someone is not creating them in your own image, but giving them the opportunity to create themselves”.
Steven Spielberg

A. MATCHING MENTORING PAIRS
1. Preferences of Mentors-Mentees
2. Mutual Interest
3. Language
4. Revising mentor-mentee matching

B. MOTIVATING MENTORS & MENTEES
1. Understanding motivation
2. Trainings and orientation meetings
3. Keep connections between mentors & mentees
4. Reward and Reinforcement Strategies

B. MENTORING RELATIONSHIPS
1. Mentor’s role
2. Ethical standards
3. Language and culture barrier
Chapter IV – Starting and running the programme

In this chapter, you will learn how to start and run a mentoring programme actively:
» Matching pairs of mentor and mentee effectively
» Strategies to keep motivation of mentors and mentees during the mentoring process
» The role of mentors and ethical standards in mentoring relationship
» Strategies to deal with language and culture barrier

A. Matching mentoring pairs

Matching is one of the most challenging and critical aspects of a mentoring programme. Participants have various characteristics, expectations, competencies, capacities, backgrounds, learning styles and needs. A good matching of mentor-mentee pairs determines the whole success of a mentorship programme.

How to match the pairs? Our experience has shown that it is better to “suggest” mentoring pairs to the participants, with the possibility of making adjustments if the matching does not suit one of the two.

In fact, if you impose the mentoring pairs to the participants, they might feel uncomfortable in the relationship and not dare to report it to you, losing motivation and giving up the programme. On the other hand, if you allow the mentors or mentees to check the other participants’ profile and choose who they want to be matched with, you might enter into “bargaining” or “negotiation” for people, introducing a competitive aspect in your mentoring programme that might lead to frustrations to the participants who didn’t get the match they wanted.

Various institutions might have different criteria for the matching. If you don’t know any of them in advance, an interview is very important, much more so than the written form. You can also choose to wait until after the training session to get to know better your participants before making the final match. These questions must be considered in the matching process:

• What are our criteria for matching?
• Is age important?
• Is gender important?
• Should the mentor have a certain background (work experience/education)?
• What is to be done if the matching turns out not to be successful?
• Are common interests important?
• How much do you value having a common fluent language for communication?

1. PREFERENCES OF MENTORS-MENTEES

You have to keep in mind the preferences of mentor-mentees which has been indicated in the application forms such as age, gender, qualifications. For example, if a mentee has stated that she/he feels more comfortable with a particular gender, you should consider it in matching phase.

2. MUTUAL INTEREST

Considering common interests is also important to make a common point between pairs. In addition, the professional experiences should match the mentees’ possible aims and future plan. It is important that the expectations overlap. Mentee’s needs should match with the support that may be on offer by the mentor.

3. LANGUAGE

If you would like to develop an efficient programme for migrants, you should pay attention to the languages which are used by the mentors and mentees. You should find a mutual language
between the pairs and make an effort to choose at least one mutual language which they feel comfortable with.

4. REVISING MENTOR-MENTEE MATCHING

Regarding the effectiveness of the matches, after several meetings, you should get feedbacks from mentors and mentees with your assessment tools (follow up calls, emails, and surveys or during the meetings/supervisions—also see chapter V on Evaluation and Improving). If you are confronted with a dissatisfaction from a mentor or a mentee, you need to figure out the reasons and context. You should listen to both sides and try to fix the problem (distance, language, motivation, lack of meetings, ethical issues, etc.) If it is related to ethical principles, you should think to revise the matching. If not, you can take some time to resolve the conflict. Especially for mentees, she/he should learn to tolerate some problems in a relationship and can develop problem-solving, conflict resolution skills. You should support and supervise both sides during the process.

Experiences from several mentoring programmes has shown that age difference is not a hinder to develop a good relationship between the mentor and mentee. If the mentor and the mentee have the same gender, it is easier for the gender telling their friend, spouse or family that they have a mentor. In case of you receiving an unbalanced number of registrations, for example more mentors than mentees; you should consider the possibility of making groups.

Mentees having experienced too many broken relationships might not be too keen on being a part of yet another temporary one. In such cases the mentee must be given the choice to leave or say no to the programme. Hopefully it helps telling them that this programme is meant to establish a kind of professional partnering. If relationships develop into friendships, it must be regarded as a bonus.

B. Motivating Mentors & Mentees

1. UNDERSTANDING MOTIVATION

When registering with your programme, the mentor and mentees should be fully motivated to begin the programme, but motivation can slow down with passing time. You can start by identifying their needs: the needs of your participants should have been discussed during the registration phase and the training. According to the need that you have determined, you can develop your strategy, manage the process and sustain the motivation of mentors and mentees during mentorship.

Tip: on the implementation of the mentoring programme in France, we found out about the motivations of our mentors by asking one question: “if you put yourself in the most egoistic mood, why do you want to participate in the programme? What do you expect to gain from it? Don’t censure yourself!” Some of the answer were: “develop my professional network”, “gain more tutoring skills”, “and feel generous”, etc. It is a nice exercise of honesty and self-reflection that we recommend.

2. TRAININGS AND ORIENTATION MEETINGS

Motivation can easily be lost if your mentors and mentees feel lost, lacking skills or tools in their mentoring process. Regarding the needs that you have determined, you can arrange extra training, orientation meetings and workshops both for mentors and mentees during project schedule.

Training and orientation meetings for mentors and mentees about the programme’s goals and their roles can be a good option to help mentors and mentees to clarify their objectives. Mentors can determine their position and frame in this journey. Mentees should be informed that this mentorship programme would empower their strengths and offer several solution areas for them. Explaining the possible outcomes of the programme reduces the risk of disappointment related false expectations about the programme. For example, mentees should know that their mentors will not be responsible for providing direct financial support. Developing some extra trainings and
workshops about mentoring can be useful to improve mentors’ skills about mentoring, and they may feel more comfortable and efficient in the process.

In addition to mentoring and project-based training, being informed on the migration topic can increase mentors’ level of motivation, because many of them feel a lack of information on immigration issues (legal status, the process for papers, refugee policies, bureaucracy, etc.). The knowledge about the current position of immigrant youth living in the host country and the possible challenges faced by them increases the competence of mentor and motivation of mentee. In this phase, collaboration with other NGOs, academicians and institutions on immigration field can be useful to be informed and stay updated. It is also helpful to include someone as a “intercultural mediator” about having deeper information about the realities and break the prejudices against refugees and immigrants.

Migration is a very intense experience, and it is sometimes motivated by an obligation to leave the home country (e.g. to flee a war, discriminative behaviours, family tragedies, etc.). To promote a common understanding of these issues, you can add some sessions about psychological trauma. Its content may include: basic information about psychological trauma, its symptoms, process, prevalence, and statistics especially about refugees’ mental health and some tips about transferring this information to mentoring process. It is important for mentors to understand their mentees’ psychological state and they can feel more comfortable about managing possible crisis or conflicts.

When mentors and mentees receive appropriate support about the mentoring programme, they are more likely to have stronger relationships and continue their mentoring.

3. KEEP CONNECTIONS BETWEEN MENTORS & MENTEES

You can encourage mentors and mentees to create a network between each other. You can use social media tools, mail groups to keep contact or you can arrange some meetings to share experiences. The teambuilding among mentees of the programme is crucial to create a community spirit, a space of confidence and friendship where they can feel at ease to share daily life or mentoring experiences. This kind of link empowers both sides and makes their trust stronger and supports solidarity relations among them. For mentors, meetings help to relieve difficulties that they might face during mentoring. They can share some experiences and tools as well as coping strategies about the process.

To promote community spirit, you can arrange some social activities with all mentors and mentees together. Thus, they can get to know each other and share some time apart from their mentors or mentees. You can also choose some activities to promote cultural sharing and based on movements, gestures, dance or music to avoid language barrier.

4. REWARD AND REINFORCEMENT STRATEGIES

The main issue about motivation is sustaining it rather than motivate them in the beginning. When we contact with particular groups such as refugees, the overcoming concerns and suspicions of mentors and mentees become more critical for the sustainability of the project. Besides responding to mentors’ and mentees’ needs, you should develop reward and reinforcement strategies.

Providing tips, tools and sharing best practices about mentoring is also critical to promote mentors’ motivation. Regular supervisions and experience-sharing meetings for mentors and mentees in the process may prevent possible drop outs. Giving feedback to mentors can also increase their feelings of self-efficacy as a mentor.

You can also prepare a certificate for the participants to offer a concrete tool for motivation of mentors and mentees. Also, you can indicate that mentors and mentees might want to use their participation as references in their CVs or for job or university applications.
B. Mentoring Relationships

1. MENTOR’S ROLE

The mentor has several roles related to your mentoring programme’s aim and dynamics. Therefore, it is crucial to clarify and determine the mentor’s role to maintain mentoring relationships in a good way. There are some main and special roles such as supporter, role model, facilitator, collaborator, friend, evaluator, communicator and cultural mediator.

» **Supporter**

One of the mentor’s role is to support the mentee according to his/her needs, aims and wishes. The mentor assists in the mentee’s social and professional development by providing advises, guidelines, sources and a network. Thus, they create a secure environment of support for the mentee by showing an unconditioned acceptance. This may promote the sense of inclusion as well.

» **Role Model**

A mentor is likely to be a role model for the mentee by demonstrating some behaviours, patterns or actions. They assist the mentee by giving examples and standards. They may integrate theory and practice for the mentee. Giving information about the sector according to their mentees’ interest and telling their own experiences can also be useful. Mentees might get inspired by their mentors.

» **Facilitator**

A mentor doesn’t dictate tasks to the mentee but they can be a facilitator in the mentee’s own journey. For example, they can support mentees to identify their needs, aims, plans and priorities for their next steps by asking mentees to discover their area of interest. They can try to motivate them to be more productive in these fields. In addition, mentors may provide opportunities and sources on mentees aims and possible plans. They try to show how they can reach their target. They may support their mentee about learning to access resources to meet a variety of needs (social services, language classes, paper works, transportations, health services, etc.).

» **Collaborator**

Mentoring is a reciprocal process and the mentoring relationship does not entail a feeling of hierarchy. Therefore, mentors should use a teamwork approach by sharing and reflecting with mentees. They accompany their mentees in their process of development during the mentoring programme.

» **Friend**

The friendship between a mentor and mentee should have a different dynamic and be more critical than a usual friendship. A mentor might act as a critical friend by giving useful feedbacks in a constructive and positive way. They may encourage mentees about their plans or challenges or about trying new things for their development.

» **Evaluator**

Assessing the mentoring relationship is crucial to sustain motivation, determine next steps and increase the benefit of the process. A mentor can evaluate the mentee’s development to demonstrate the progress and give feedbacks. To keep the egalitarian dynamics in the mentoring relationship the mentor might assess her/himself as well. It also helps to keep the motivation and clarify mentoring objectives. Mentors can use some assessment tools to conduct the final part of the process more productively. In addition, as it has stated before, mentoring is a highly mutual way of learning.

» **Communicator**

Mentors can use a variety of communication methods and skills in the mentoring process. For example, it is crucial to be an active and non-judgemental listener by understanding their mentees without prejudices. Mentors use a proper way or tool to express their personal and professional experiences and they try to make a contribution to mentees’ social and professional development.
They arrange face-to-face sessions to be more efficient for his/her mentee and he/she makes an effort to be prepared for those meetings. Use some different tools to increase the efficiency of meetings. These may also support to promote their mentees communication skills and to build a network which make him/her be in touch with some new contacts (people or institutions) regarding their needs and goals.

» **Intercultural mediator**

In a special mentoring programme such as mentoring migrants, a mentor should try to build a bridge between cultures. When adopting an empathic behaviour (try to put himself/herself in his/her mentee's shoes) and being interested in the mentee's culture and language, the mentor is more likely to be able to act as an "intercultural translator". One of the aims is to help the mentee to become familiar with the culture of the host country, without forcing anything, keeping a safe balance between assimilation and integration. In such a multicultural mentoring programme, cultural and social discrimination can be one of the main ethical issues. A mentor should try to be non-judgmental to mentee's values, attitudes, habits and ideas.

It is also important to determine the roles that can be dangerous if undertaken by a mentor. You should clarify the possible pitfalls that the mentors might face. As it has stated above, the mentor's role supposes to be supportive and facilitative rather than directive. It means mentors should allow mentees to develop their sense of self and help their mentees’ find their own answers and go their own paths. If mentors take the responsibility of mentee's decisions or initiative of their lives, it might be harmful to both sides. When being a mentor, the behaviour can easily slide towards an overprotective (taking too much initiative or undertake the role of "saviour") or interfering style (judging mentees' decisions and try to dictate something) unconsciously. In such cases, mentees may feel overwhelmed and it might hinder the mentees' development long term.

Arranging training, supervisions and reflections meetings can be useful to prevent this risk for mentors.

### 2. ETHICAL STANDARDS

In all mentoring programmes, determining a "code of ethics" is crucial to protect mentors, mentees and the project team from possible problems and increases the efficiency of the project. Ethical standards can be varied according to each context but it is very important to clarify these standards at the beginning of the programme. For instance, financial support, psychological support, discrimination, privacy of the meetings and project responsibilities can be included to ethical concerns.

If the mentor realizes that the mentee needs extra or professional support, it is important for the mentoring pair to discuss it, and the coordinating organisation can bring advice and resources. In this field, one of the most critical aspects is financial support: supporting the mentee directly might be harmful to the dynamic of the mentoring relationship. The support can also be psychological, legal, medical, family-oriented etc. The mentor, as well as the coordinating organisation, should not try to offer a support in which they are not expert, the best option is to identify and find support from a third-party that can offer a professional support.

Furthermore, protecting the privacy of the meetings and personal information of mentees is also essential. A mentor should keep this information to him/herself except if there is a risk that the mentee may face a dangerous situation (to harm someone else or her/himself). In such situations, mentors can inform the project team or supervisors to ask for support and crisis intervention. In addition, if a mentor would like to share a photo or story of a mentee, it is necessary to get permis-
sion. As project coordinators, you should avoid being too curious on the mentor’s and mentee’s personal stories, to respect their privacy and to trust the relationship they are building.

3. LANGUAGE AND CULTURE BARRIER

To start and maintain a mentoring programme actively, you should define the possible challenges specific to your target group. If you want to develop a programme with the people who come from different socioeconomic backgrounds or cultures you should take into account some strategies to deal with language or culture barriers. A mentorship programme with immigrant/refugee youth also has a critical issue about language and culture barriers. Mentors and mentees may feel that the linguistic, cultural and educational differences would prevent communication or harm the mentoring relationship. However, mentors can be a cultural translator and guide for them. Mentors should assist mentees to feel connected to the social, educational and cultural systems of the host country.

Mentors can use some tools to cope with these barriers such as: make a day in the mentees’ culture, share social or cultural activities, meet the families or friends, play games with easy rules. To improve the language skills of the mentee, it can help to participate in social activities such as a ‘linguistic tandem’ or participate in linguistic cafes.

To sum-up: Running an active mentoring programme has different main aspects such as making a good matching, motivating mentors and mentees by identifying their needs and provide additional support (training, tools, supervisions), promote to build a network between them and develop rewarding and reinforcement strategies to maintain their motivation during the programme. In addition, to improve the efficiency of mentoring relationships; it is crucial to determine the role of mentor and ethical standards in your programme. Furthermore, in multicultural programmes, you can develop some additional strategies to cope with language and culture barriers.
“There is no change without learning and no learning without change. Without learning sustainable change is not possible.”

Peter Kruse

A. A monitoring and evaluation system

B. Methods and instruments
   1. Questionnaire
   2. Focus groups
   3. Interview
   4. Reflective diaries
   5. Creative evaluation

C. Tailoring your own monitoring and evaluation system
   1. Evaluating project management
   2. Evaluating trainings and follow-up
   3. Evaluating the mentoring process
Chapter V - Evaluation and Improving

In this chapter, you will learn:
» How to evaluate your mentoring programme successfully with the different target groups
» Which methods for evaluation you can use in order to improve your mentoring programme, keeping in mind the heterogeneous, multicultural background of your participants

Introduction

Evaluation can be considered as a review. It implies empowerment and feedback on how the programme went and can thus give us hints on how to improve the project consequently.

This chapter will guide you through developing and implementing a comprehensive monitoring and evaluation system of the mentoring programme. The data collected by the various evaluation methods can then help to improve the programme accordingly.

A. A monitoring and evaluation system

Evaluation, monitoring and improving imply systematic collection and analysis of data and information about agreed dimensions of a programme. It uses performance indicators aligned with the project goals and objectives as reference. Monitoring aims to check whether the programme implementation is on track, whether the planned actions are being implemented and the expected results or outputs are achieved. Evaluation informs value judgments about the programme and its outcomes and impact. The information gained through evaluation and monitoring methods then provides important hints to improve the programme in the future.

In order to help you to design your individual evaluation regarding your target group and mentoring programme outline the following questions can help you organizing your evaluation and improving of your mentoring in the future:

WHAT?
• What do we want to evaluate?
  For example: evaluating how much the project fitted its objectives previously set, evaluating the commitment of the participants, their learning, the integration process of the mentees, etc. The methods are different depending on if you choose to evaluate quantitatively or qualitatively.

WHEN?
• When in the programme does it happen (e.g. beginning, mid-term and/or at the end)?
  An evaluation is often conducted the end of a project or programme. But it can also be done at the beginning of the programme, as an assessment, and the results can be used as a starting point to observe the evolutions.

HOW?
• Which tool or method is most suited to this evaluation?

WHO?
• Which target group will answer my questions?
  For example, the team of the organisation, the local partners, the mentors, the mentees, etc.
WHY?

Why do I want to conduct this evaluation?
For example, do I need to write a formal report for a foundation or the local community etc, or just make an informal assessment of how things are going so far?

A monitoring and evaluation system is a structured way in which monitoring and evaluation of a programme implemented by an organization or a partnership is done. It is a management tool used for tracking progress towards the project goals, identifying results achieved and programme impact. The system relies on a carefully designed plan, specifying processes (successive actions) and results to look at the collection of data and information with effective instruments. The system uses human resources acting within an agreed timeframe. The collected and analysed data and information are meant to inform an entity (management, stakeholders within or outside of the organization, etc.) that could thus make well-founded decisions and / or take other action to perform even better.

B. Methods and instruments

The main goal of a monitoring and evaluation system is to gather results and data that are used for monitoring and tracking the implementation of the project and programme's objectives and activities. Methods and instruments are tools for collecting these results and data.

For monitoring and evaluation of the mentoring programme, here are a few methods and instruments that can be used. You will also find some concrete examples of these tools in the annex pages.

1. QUESTIONNAIRE

A questionnaire is a method used in collecting information of one's opinions, attitudes, beliefs and behaviours obtained by the appropriate standardized questions. Collected data is analysed and used in defining and correcting programme's activities. In the questionnaires the questions have to be simple, clear and unequivocal. Evaluation questionnaires seek to show how something is effective in its outcome. This type of questionnaire aims at giving suggestions for improvement and guidelines for future action.

In this type of evaluation, the data is usually collected in the beginning and during the programme. In the beginning of the programme it is important to collect basic information about mentors, mentees, their motivation, experiences, objectives, general questions etc. The data that is collected during the process of the programme is information on the number of matchings, types of activities, frequency and duration of meetings, supervisions and perceptions of the relationships.

In the annex you can find three examples of questionnaires for inspiration. The mentor's training evaluation shows the possibility to ask open questions and let the participants express freely. The mentor's and mentee's end of mentoring programme evaluation is rather based on closed questions that can be answered on a scale: there is less space for expression, but on the other hand it aims at collecting more quantitative data, making the production of statistics easier, and it can be easier for mentees facing language barriers to answer the questionnaire autonomously (the questionnaire can be translated in the mentee's native language and the answers would still be readable).

2. FOCUS GROUPS

Focus groups are a qualitative form of research: it is basically a method of group discussion. Compared to questionnaires, it allows a deeper expression of values, meanings, beliefs, attitudes, emotions and motives on a particular topic or issue. In the focus groups respondents can interact and speak in a less structured, more informal way. In a focus group, the main input from the evaluator is the choice of the questions: so, it is important to choose the right questions!
Tip: in order to allow the discussion, you should create open question rather than closed ones (closed questions are when you can easily answer by “yes” or “no”, and open questions required more argumentation).

3. INTERVIEW

An interview is also a type of discussion but not within a group, only between the evaluator and the respondent. It can be conducted face-to-face, by phone, Skype, etc. The interview is planned in advance with specific purpose and goal, and a conversation plan. The interview can be close to an ordinary conversation in which the respondent can state his/her own opinion in an informal way. This method can be used at any time in the programme as a help for detecting some of the problems and challenges that can be worked on during the programme, and as an evaluation at the end of a programme.

In the annex, you will find two interview guides designed for the purpose of a follow-up with mentors and mentees. They contain a number of questions to pick from according to the situation.

4. REFLECTIVE DIARIES

Logs, diaries and portfolios are tools that the participants can use to write their experience of the mentoring programme: they are “containers” for writing information and collecting resources. Generally, they are helpful in personalising and deepening the quality of learning. Some of their purposes are: to record experience, to facilitate learning from experience, to support understanding and the representation of that understanding, to develop critical thinking or the development of a questioning attitude, to increase active involvement in learning, to enhance problem solving skills, to enhance reflective practice, to raise awareness of own personal learning processes etc.

A diary can be completely free to use; you can hand out to your participants a blank notebook: their structure will then relate to the purpose and to the style of the learner. But it can also be structured in a way that it serves the mentoring process (e.g. one page can relate to one mentoring meeting, with the date and place of the meeting and a small description of what has been done, in that sense the notebook will take the appearance of a report; it can also focus more on learning and the development of competences). The diary can belong to one participant, or to the mentoring pair: an individual log will be more likely to contain personal stories and reactions, and can thus be used as a tool for self-reflection. A collective diary can be a nice activity to do for mentoring pairs and will rather be used to foster the sense of belonging to the mentoring pair.

Tip: In the implementation of the programme in France, a note book has been handed out to each mentoring pair. The first page was filled out by the mentors during the mentors’ training: they wrote a small description about themselves and a nice word for their mentee. The second page was filled out by the mentees during the mentee’s training, in a similar way. Another page was dedicated to the mentors and mentees’ first meeting: they had to fill in practical information about availability, most practical neighbourhoods to meet up, how to contact each other (calling, texting, emailing...) as well as a few ‘ice breaking’ questions to help them start their first ever conversation. The mentoring pairs where free to use to guidebook in the way they felt, after these three first steps.

In the annex you will find an example of the first pages of a reflective ‘mentoring diary’. The notebook belongs both to the mentor and the mentee and the first pages aim at preparing and facilitating the first meeting between the two.

5. CREATIVE EVALUATION

A creative evaluation is a non-formal method that allows participants to express their feedback in creative ways (e.g. not using words but visual or metaphoric expression). For example, the “blob tree” (in annex) represents a series of characters adopting different attitudes and emotions. The participant can easily compare himself and his current mood to one of the characters, which gives the evaluator an indication about how things are going: body language can help to speak without words. Yet another creative tool is to work with coaching cards or pictures from postcards, calen-
dars etc. to stimulate mentees’ or mentor’s reflection and help him or her to answer by choosing a suitable picture to describe feelings, moods, learning achievements and social inclusion or exclusion.

Also, the "star method" (in annex) allows participants to point out their skills development by visualising a star as a "target", where they can draw their position considering the distance to the goal. These creative evaluation tools can be very useful in working with migrants, because it can allow them to express deep feelings that would have been difficult to express because of a language barrier.

Also, the method of free writing can be used in different parts of the workshop, with different purposes. When used at the end of the training session, it provides mentors an opportunity for reflection. Free writing can be introduced as a nonstop, 7 minute writing around questions like: What did you learn during this programme? What do you think about mentoring? When collected by trainers or shared within the group, free writes can be a valuable source of feedback.

Mentees might perform a pantomime, create a picture or a collage. These techniques are known in sociometry to measure qualitatively aspects of social relationships, such as social acceptance (i.e. how much an individual is liked by peers) and social status (i.e. child’s social standing in comparison to peers). Using role-play and storytelling, participants may be able to express themselves emotionally and reveal truths about their experience they are not able to openly discuss, and rehearse new ways of behaviour to improve their performance.

The inclusion of the participants in the evaluation proceeds using participative methods, and creative or interactive activities foster a better relationship between the evaluation experts and the evaluated team members. So, it doesn’t only measure the results against set objectives (as traditionally evaluation does through survey, tests, interviews, physical examinations and performance assessments). The games are usually customisable in the sense that they can construct pedagogically relevant scenarios and feedback to any participant of the mentoring programme, e.g. mentor, mentee, project manager, trainer, coach etc.

C. Tailoring your own monitoring and evaluation system

Monitoring and evaluation systems in mentoring programmes are very heterogeneous, depending on the diversity of possible target groups and contexts. Internally, the system can also reveal itself quite complex and multi-layered to match the diversity of activities and groups involved (impact on mentors, mentees, partners, staff; individual, mentoring pairs or group development, etc.). It also has to focus on the hardships and solutions faced by the mentors due to the mentees’ migrant background (for example language or literacy skills) and diverse socio-cultural background.

For instance, the evaluation will be very different depending on whether you evaluate the good implementation of the programme or the impact of the participants. The project management evaluation will focus on the general running of the programme, the respect of the calendar and
quotas, your internal organisation and human resources, etc. On the other hand, the impact on the participants will be better evaluated through the mentoring process and the development of skills. The following section will address these two topics, as well as the training and follow-up evaluation part, that will assess the quality and quantity of resources and support given to the participants.

1. EVALUATING PROJECT MANAGEMENT

In order to monitor and evaluate the mentoring programme and adjust it we recommend asking yourself the following questions:

- Is the evaluation required by an external organization (e.g. grant provider)? To whom do we have to report to? What do they need to know?
- Even if the report is not required, would it be good to conduct an evaluation? Do we write a report to present the progress to our support network / stakeholders?
- What do we and/or other stakeholders need to know about the programme outcomes?
- What do we and/or other stakeholders need to know about the needs and the situation of our participants (mentees, mentors)?
- What are our criteria to prove project developments and how can we measure it?
- What resources will it require? What kind of tools or instruments can we provide to assist in the monitoring and evaluation process?
- How and when should the monitoring and evaluation be done?
- Who should be involved in this process?
- Could we collaborate with other institutions (e.g. universities, consultants) to provide external evaluation or scientific supervision and monitoring?

What to remember: Monitoring and evaluating is quite complex and multi-layered. It also has to focus on the hardships and solutions faced by the mentors due to the mentees' migrant background (for example language or literacy skills) and diverse socio-cultural background. Monitoring and evaluating your mentoring programme can help you make necessary adjustments and, ultimately, determine its effectiveness. It is important to establish a plan for evaluating your mentoring programme. Monitoring and evaluation of mentoring programmes is still an evolving field. In order to find useful recommendations and additional support you might address similar programmes or contact social researchers to find the best and most up-to-date evaluation principles and practices for your individual needs.

2. EVALUATING TRAININGS AND FOLLOW-UP

In order to evaluate the trainings and follow-ups provided by mentors and mentees, we recommend asking yourself the following questions:

- Where the participants’ needs collected? Did they receive the appropriate resources to deal with their challenges?
- How can we analyse the work performance of the trainers and follow-up staff to the benefit of the learning outcomes of our mentors and mentees?
- Do the trainer and follow-up staff have an instrument to reflect on his / her work (e.g. a reflection log or supervision)?
- How do we deal with language barrier to make sure the contents of the trainings and the important information about the programme are understood by mentees? To involve them in the evaluation process?
- How do we collect feedback from our mentors / mentees regularly?
- How do we react to mentors and mentees needs (problem-solving skills and available resources)?

Your mentoring programme should utilize multiple tools for assessments to identify individual needs to improve the quality of your training and coaching (also with focus on the diverse migrant
background of our mentees and their different mother tongues as well as potentially few literacy skills.

Depending on the context of your mentoring programme, especially when working with volunteers, be careful not to overload the training. Stay open to the individual learning process of your trainees.

3. EVALUATING THE MENTORING PROCESS

In order to support the learning of volunteers and to evaluate the mentoring of mentor and mentee, we recommend answering the following questions:

- Do the mentors and mentees meet regularly? If not, what can be the reasons?
- Do the mentors and mentees invest in their relationship? If not, what can be the reasons?
- Does the mentoring pair engage into intercultural dialogue? Have they been confronted to intercultural misunderstanding or conflict, and if yes, was it successfully solved?
- Are there any mediators or key persons/peers who can strengthen their relationship?
- Is the mentoring pair able to communicate easily (do they have a language in common)? If not, have they developed strategies or tools to understand each other?
- Are the participants feeling that they are developing skills? Is their socio-professional situation enhancing?
- Are the mentor and mentee planning to go on meeting each other after the end of the programme?
- How can we analyse the impact of our mentoring (in terms of benefits of our learning outcomes)?
- What tools of assessments are used to identify individual needs?
- Could we provide collective or peer reflection groups to share and reflect on the mentoring process?
- Do they have a tool to reflect on our mentoring relationship (e.g. a reflection log or supervision)?

Review or evaluation is also the moment when you can encourage the mentor or mentee to head for his/her solution, even empower him/her by pointing out his/her strengths and resources that will help him/her to get there. It is very important for the mentee and the mentor to draw conclusions for him-/herself, and you should avoid giving recommendations and advice as a project manager or trainer. However, regardless of the extent to which project managers and participants actively engage, it is the mentor or mentee himself/herself who retains the ownership of his/her individual development and growing.

Regarding mentees evaluation we have to be aware that some or most will most probably not have the linguistic skill to give detailed feedback. However, to achieve valuable evaluation data it is recommended to use intercultural translators or find tools / techniques that do not necessarily demand high literacy skills. In no way do we want to offend any mentee because of his / her language or reading and writing skills. Non-formal and informal learning is based on experience and is quite different from formal learning. It might not even be seen as learning for some, because it tackles more transversal skills rather than actual knowledge, but most will agree to see it as an adventure or a journey of personal growth and development (for the mentor as well as the mentee). For this process, we recommend to work with key competences: to help your mentee identify them you can find an extensive list of key competences. In annex, you will find a list of key competences to work on.

The main focus of the present guidebook being the specific target group of “young migrants”, you might want to evaluate their integration into society. If you wish to orientate your evaluation on this topic, be careful on the criteria and indicators you choose. You should not base your evaluation on “what local people do” or “how local people are”, evaluating the distance of the mentees to this point, otherwise you would be evaluating assimilation; and you will be very likely to base your analyse on stereotypical attitudes that do not reflect the heterogeneous reality. In our sense, an evaluation on integration would rather explore the capacity of the participant to understand the socio-cultural context of various situations and being able to adopt the right attitude and behaviour matching the context (without losing the way he/she behave in his/her home context!); and the
capacity to put oneself in someone else's shoes in order to comprehend the choices, attitudes and beliefs of others. In other words, the evaluation would rather be conducted on the development of inter-cultural skills. It is thus important to take every individual as a starting point and to guide them through a reflection of the knowledge they gained, the situations they familiarised with and the competences they developed.

In the annex, you will find a number of tools, combining the various evaluation methods and criteria to assess: they can be used as a starting point for you to develop your own evaluation tool.

**Conclusion**

That's it, the guidebook is coming to an end! Don’t forget to take a look at the annexes below. We hope you found the answers or the inspiration you were looking for, and maybe even found some that you weren’t expecting... May it be small things; a pedagogical activity or evaluation method reused, a deep reflexion or a debate with your work team on the orientation of your programme, we are proud to contribute to the development of your project. The guidebook, being aimed at guiding you through the steps of tailoring a mentoring programme according to your local context, we haven't mentioned much of our own experience. Don’t get us wrong, we have a lot of stories to tell! Don’t hesitate to contact us at mentorpower@pistes-solidaires.fr, we would love to chat with you. You can also check how the MentorPower project is going by visiting the blog pages of the website (http://mentorpower.eu/en/blog).

The whole MentorPower project and the present guidebook would not have come to life without the combined energy, expertise and critical thinking of the staff members of the six partner organisations. Let’s keep sharing experiences and improving the quality of mentoring programmes for migrant youth!

“*The most valuable resource that all have is each other. Without collaboration, our growth is limited to our own perspectives.*”

*Robert John Meehan*
Mentoring programme cycle

- Pre-evaluation/Research Needs Assessment Objectives/Goals
- Preparation/Design Management structure Time Frame/Financial Plan
- Introduce/Disseminate Program
- Recruit Mentors Train Mentors
- Recruit Mentees Train Mentees
- Pair Mentors/Mentees Begin mentoring program
- Support/Monitor progress Group Mentor meetings Group Mentee/Mentor meetings
- Final Evaluation Closure/Conclusion/Recognition
- Disseminate Program
Example 1 of mentee application form (long)

- We are pleased that you are interested in participating in the MentorPower programme!
- Please fill in this questionnaire and send it back to us via post or e-mail.
- We will contact you as soon as we receive your documents.
- Your information will be treated confidentially and will not be shared with third parties.

- Nos complace que usted esté interesado en participar en el programa de MentorPower.
- Por favor, rellene el cuestionario y envíenoslo de nuevo a través de correo postal o correo electrónico.
- Nos pondremos en contacto con usted tan pronto como recibamos los documentos.
- Su información será tratada de forma confidencial y no será compartida con terceros.

GENERAL INFORMATION / INFORMACIÓN GENERAL
- Name/Nombre
- Surname/Apellidos
- Address/Dirección
- Post Code/Código postal
- Tel./Mob.
- Email:
- Gender /Género
- Date of birth/Fecha de nacimiento
- Mother tongue/Lengua materna
- Other languages spoken/Otra lengua hablada
- Level of Spanish/Nivel de español
- Immigration status/Estado migratorio
- Eligibility for work/Elegibilidad para trabajar
- Current Status/Estado actual
- Level of Education/Nivel de educación
- Years of professional experience/Años de experiencia profesional

MOTIVATION AND EXPECTATIONS/MOTIVACIONES Y EXPECTATIVAS
- Please explain why you would like to participate in the MentorPower programme
  - Por favor, explique por qué le gustaría participar en el programa de MentorPower
- Please explain your expectations from the programme and what you hope to gain from it (knowledge, skills, behaviours, benefits, experience etc.). The more accurate answers you give, the better we can match you with your mentor/
  - Por favor, explique sus expectativas sobre el programa de y qué espera obtener (conocimientos, habilidades, comportamientos, beneficios, experiencia, etc.). Cuanto más precisas sean las respuestas, mejor le podremos asignar un mentor.
- Please express the subject you would like to study or the area you would like to work in the future.
  - Por favor, díganos qué desearía estudiar o en qué área le gustaría trabajar en el futuro.
- Please explain what you would like to achieve this year.
  - Por favor, explique cuáles son sus expectativas para este año.
- Please express your strengths either at school, at work or life in general.
  - Por favor, expliquenos sus puntos fuertes, ya sea en la escuela, en el trabajo o en la vida en general.
- Please express the aspects you would like to improve about yourself.
  - Por favor, díganos qué le gustaría mejorar de sí mismo.
Do you have any hobbies or interests?

¿Tiene aficiones o intereses?

PREFERRED MENTOR / MENTOR PREFERIDO

Preferred language of communication/ idioma preferido para la comunicación
Preferred gender/género preferido

- Female/femenino
- Male/ masculino
- No preference/ sin preferencia

Preferred age range (tick all that apply)/ Edad preferida ( marque las opciones preferidas)

- 18-30
- 31-45
- 46-60
- 61+

Preferred area of work or expertise/ Área de preferencia para el trabajo o la experiencia

Please describe what type of person you would like your mentor to be/ Por favor describa qué tipo de persona le gustaría que fuera su mentor

REFERENCES/REFERENCIAS

Please attach two recommendation letters from people who are familiar to you personally, academically or professionally. Please indicate the name and contact information this person below.

Adjunte dos cartas de recomendación de alguien que le conozca en el ámbito personal, académico o profesional. Por favor, indique la siguiente información sobre las personas que le recomiendan.

Name and Surname/ Nombre y apellidos
Address/ Dirección

You may either attach the letter in a sealed envelope, or you may ask your reference person to email the letter to our email address info@centre4education.com with the subject line “Reference Letter for ...”

Puede adjuntar la carta en un sobre cerrado o puede pedir a su persona de referencia que la envíe al correo electrónico info@centre4education.com con el asunto «Carta de Referencia para...”

PARENTAL CONSENT/CONSENTIMIENTO DE LOS PADRES

Required only if the prospective mentee is below the age 18.

Obligatorio sólo si el aprendiz tiene una edad inferior a los 18 años.

I, ________________________________ [name, surname], give my consent for the participation of my daughter/son ________________________________ [name, surname] in programme entitled ....

Yo, ________________________________ [nombre y apellidos], doy mi consentimiento para la participación de mi hija/hijo ________________________________ [nombre y apellidos] en el programa de de tutoría patrocinado por la UE titulado....

AGREEMENT AND SIGNATURES/ ACUERDO Y FIRMAS

- I have completed all the requested information in this form, along with specific answers to the open-ended question/ He completado toda la información solicitada en este formulario con respuestas concretas a las preguntas abiertas.

- I understand that registering for the MentorPower programme does not guarantee participation in the programme if a suitable mentor match cannot be found/ Entiendo que el registro en el programa de MentorPower no garantiza la participación en dicho programa si no se encuentra un mentor adecuado.

- If I am selected, I understand that I will be required to attend a meeting twice a month with my mentor, along with all other necessary trainings and events which will be announced by the project committee/ Si soy seleccionado, entiendo que deberá asistir a una reunión dos veces al mes...
I understand that if necessary I may have to travel to my mentor’s work place to attend meetings. Entiendo que si es necesario voy a tener que desplazarme donde trabaja mi mentor para asistir a las reuniones.

I understand that my participation in the programme is voluntary and that the programme will not provide compensation for my participation in the programme. Entiendo que mi participación en el programa es voluntaria y que el programa no me proporcionará ninguna compensación por participar.

I understand that the programme is learning based, and participation in the programme does not guarantee any employment or university placement. Entiendo que el programa está basado en el aprendizaje y que participar en él no garantiza ningún empleo o puesto en la universidad.

Name and Surname/ Nombre y Apellidos
Signature/ Firma
Date and place/ Fecha y lugar
Example 2 of mentee application form (short)

Name: ____________________________________________

Address: __________________________________________

____________________________________________________

E-mail: ____________________________________________

Phone: ____________________________________________

Date of birth __________________ country of origin: _________

Education: __________________________________________

Main working experience: ________________________________

Languages in which I can communicate orally: ___________

My motivation for being a mentee: ________________________

________________________________________________________________

________________________________________________________________

Place: ______________ Date: ____ Signature: ___________

Example of training outline for mentees

Here is an example of a training outline for mentees that was conducted in Greece. Please note that the training was conducted with youngsters under 18, which allows a lot of non-formal and 'game-like' activities.

<table>
<thead>
<tr>
<th>DAY 1</th>
<th>Name of activity</th>
<th>Estimated time</th>
<th>Description</th>
<th>Aim</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“Rope of Questions” 10’</td>
<td></td>
<td>Participants are given a rope on the floor and are instructed to touch it at all times with one foot at least. Then, they are asked to get in line according to a) the alphabetical order of their names, b) their age, c) how far from Kalamata they were born.</td>
<td>Ice-breaking/ getting to know each other</td>
</tr>
<tr>
<td>2a</td>
<td>Introduction of the programme 20’</td>
<td></td>
<td>Use a power-point presentation to introduce the mentoring programme (aims and objectives, structure, timetable, etc) (Make it shorter/more mentee friendly)</td>
<td>To inform the mentees of the programme</td>
</tr>
<tr>
<td>2b</td>
<td>Discovering the mentoring programme...</td>
<td></td>
<td>The mentees are divided into groups of “young journalists”, and prepare a list of questions that they want to ask about the mentoring programme and take “interviews” from the trainers and, if possible, the project managers (if they are present during the training)</td>
<td>To inform the mentees of the programme</td>
</tr>
</tbody>
</table>
### DAY 1

<table>
<thead>
<tr>
<th>Activity</th>
<th>Estimated Time</th>
<th>Description</th>
<th>Aim</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3</strong> Fears, skills and expectations islands</td>
<td>30'</td>
<td>Trainers put up 3 posters showing 3 different islands, the one is the island of fears, the other is the island of expectations and the 3rd is the island of skills. The mentees use different coloured post-it notes to write down their fears, skills and expectations and stick them on the respective islands. Debriefing (making a circle participants are asked to change places every time one of the questions asked suits them, e.g. Did you think other mentees felt the same way?, etc.)</td>
<td>To identify fears/dreams/strengths and realize they share similar ones</td>
</tr>
<tr>
<td><strong>4</strong> “Sing your skills, colour your fears, act your dreams” 30'</td>
<td></td>
<td>Participants are divided in three teams. Each team selects by chance one of three: fears/skills/expectations. Then, each team selects by chance: act/sing/draw. They have to produce (20') and present (10') a song, an act or a poster to represent fears, skills or expectations.</td>
<td>Team-building/shared fun/realize the learning process</td>
</tr>
<tr>
<td><strong>Coffee Break 20’</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5</strong> “Human Bingo” 30’</td>
<td></td>
<td>Mentees are instructed to make a bingo board and then fill it with things about themselves. Then they are asked to interact to form bingos with other participants.</td>
<td>Help us get to know them better/realize their characteristics and skills</td>
</tr>
<tr>
<td><strong>6</strong> “6-Part-Story” 30’</td>
<td></td>
<td>The tool is used on the participants. They are asked to draw their own ‘story’ on an A3 paper folded in 6 parts. 1. Draw a mentee/2. Draw his/her challenges/3. Draw his/her strengths/4. Draw his/her mentor/5. Draw what they do together/6. Do they reach their goals?</td>
<td>Identify mentor/programme expectations of the mentees</td>
</tr>
<tr>
<td><strong>7</strong> “Programme poster” 15’</td>
<td></td>
<td>Ask participants to draw/write/make a graffiti about whatever comes to mind about the programme in a poster.</td>
<td>Check what the mentees have understood/check their commitment to the learning process</td>
</tr>
<tr>
<td><strong>8</strong> “The story of Abigale”</td>
<td></td>
<td>We use the “Abigale” tool to make participants more aware about intercultural differences.</td>
<td>Intercultural learning</td>
</tr>
<tr>
<td><strong>9</strong> “Hot Seat” 5’</td>
<td></td>
<td>Draw three shapes on 3 chairs. :-) :-/ :-( Ask participants to sit on the right chair, one on top of the other, while judging different aspects of the training.</td>
<td>Debriefing/evaluation</td>
</tr>
<tr>
<td><strong>10</strong> Communication arrangement 10’</td>
<td></td>
<td>Decide with group on form of communication between the mentees. Facebook group / other form of communication.</td>
<td>To establish communication with mentees</td>
</tr>
<tr>
<td><strong>End of 1st Day</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### DAY 2

<table>
<thead>
<tr>
<th>Name of activity</th>
<th>Estimated time</th>
<th>Description</th>
<th>Aim</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> “Throw the Ball” 10’</td>
<td></td>
<td>Participants form a circle and throw a ball to each other to remember names and other information of others. The person you throw the ball to has to say your name, etc.</td>
<td>Energiser/re-establishing team-spirit</td>
</tr>
<tr>
<td><strong>2</strong> “Group-made profile” 30’</td>
<td></td>
<td>Mentees are asked to write their name and draw an empty frame on an A4 paper. They write beneath 10 things about themselves. They exchange papers and every time a different person draws the hair, face shape, eyes, nose, lips, and clothes of the person in the frame.</td>
<td>Team-building/Realising our strengths and identity</td>
</tr>
<tr>
<td><strong>3</strong> “Check out the mentors” 15’</td>
<td></td>
<td>Participants are asked to read out aloud the mentors’ profiles.</td>
<td>Establish a connection with mentors.</td>
</tr>
</tbody>
</table>

Guide book
4. **“Stereotype Box” 30’**
Participants listen to a list of words and write the first word that comes to their mind without exercising censorship. They then put the papers in a box. The box is sealed and thrown away.

To address our stereotypes/realise the importance of trust

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5. **“Bucket of Trust” 30’**
Participants form a circle around a bucket. They are asked to answer questions which they then put in the bucket and are read anonymously. The final/hardest question is never read as they are all torn to show the importance of trust.

Debriefing

Establishing the importance of trust between mentor-mentee

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6. **“Personal Challenge” 40’**
Each mentee writes on top of an A4 paper a different personal challenge. The papers go on the wall and other mentees are asked to write proposed solutions/answers. (Optional: each participant picks who they feel they can help most and put a pink post-it with their name on) Papers are read out – Group discussion

To identify and address fears of mentees/establish a circle of trust among mentees

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7. **“What if?” 30’**
Simulation exercise. The participants are given specific crisis/conflict scenarios that they can encounter during the mentoring process and in groups try to find ways to address them.

Crisis management exercise. To make mentees more ready to address crisis.

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8. **“Weaving Networks” 10’**
People stand in circle and a ball of string is passed from person to person with each thanking somebody for something he/she did to help the first person during the seminar.

To leave participants with a warm feeling of mutual support

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9. **Evaluation of training 10’**
Any of the following tools:
- Pizza circle
- Anonymous questionnaire

To evaluate the training

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**End of 2nd Day**

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**Pedagogical toolbox**

The following toolbox contains a variety of tools that you can use to serve the purpose and the objectives of your trainings. Some of the tools address specific mentoring-related topic, such as the role of the mentors and intercultural learning, while some others are more related to the facilitation of group dynamics, such as expression of fears and expectations, and fostering trust among the participants.

The tools are arranged according to the beneficiaries they have been designed for (for mentors, for mentees, or both), but these information should be taken as suggestion rather than target group limitations: with a bit of creativity, these tools can be adapted to match your own training context and objectives!

---

**Things in Common**

<table>
<thead>
<tr>
<th>Approximate length</th>
<th>30 mins</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Equipment, materials &amp; space needed</strong></td>
<td>Preparation: Reading participants profile and grouping their interests (hobbies and professions) into several groups (Sports, Painting, Carpentering, Children animation, etc) Printing images resembling interests of the participants. Prepare tables around the room with a photo on each.</td>
</tr>
<tr>
<td><strong>Used for</strong></td>
<td>Mentee’s training Team building</td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
<td>Highlight common areas within the group, so participants can start sharing interests. Start creating connections as building a community of practice which share multiple issues.</td>
</tr>
</tbody>
</table>
**Description of the activity « step-by-step »**

Ask participants to select one or more tables and walk around these tables to share their experience on that topic with other participants. There is no limit to how many topics they would like to hear about from others. Facilitators go around the tables and propose questions like:
1. In what capacity are you involved in that activity (sports, painting, etc)?
2. Why do you prefer this activity?
3. Where in the city do you have the chance to practice that activity?

**Tips, recommendations for the facilitator**

Make sure that you provide language support so participants can communicate. Make sure that these interest are common at least between 2 participants.

---

### Motivation Gallery

<table>
<thead>
<tr>
<th>Approximate length</th>
<th>30 mins</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Equipment, materials &amp; space needed</strong></td>
<td>Group the motivations for participation mentioned by the participants in their applications into clusters. Print these motivations clusters in multiple languages (we did it in English, French and Arabic). Prepare a “thumbs up” sticky papers in 3 colours (Green, yellow and red). Stick the motivations in multiple corners on the wall. We had 5 clusters.</td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
<td>• To re-focus on the objectives and aims of the project. • To stay realistic and avoid unachievable objectives. • To create a sense of common goal between participants. • To visualise our motivations and priorities in order to be shared with mentors as well to guide them through the mentorship process.</td>
</tr>
<tr>
<td><strong>Description of the activity « step-by-step »</strong></td>
<td>Stick the printed motivations on the walls of the room: Improve Language Build a Professional Network Know Steps to find Professional Training/Internship Know How To Search Work A chance to Know French Culture and Get into Local Society Ask participants to take 1 sticky thumbs-up from each colour. To go around the 5 corners and stick 1 thumbs-up to three of the motivations according to this order: Green: The highest priority motivation Yellow: Important but can be secondary Red: Nice to achieve but not my priority now. Leave 5 mins gallery walk to give the participants the time to visually memorise the motivations and the colours around them which indicates the priority for the whole group.</td>
</tr>
<tr>
<td><strong>Tips, recommendations for the facilitator</strong></td>
<td>• Take a photo of the motivations with the thumbs-up colours around it and share it with mentors to guide them. • Language support • While grouping the motivations don’t neglect any of the participants no matter how much groups you create.</td>
</tr>
</tbody>
</table>

---

### Identity compass / Who am I ?

<table>
<thead>
<tr>
<th>Time</th>
<th>30 minutes (more or less, it can change according to the time allowed for debriefing)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Equipment &amp; materials needed ?</strong></td>
<td>Only paper and pencil</td>
</tr>
<tr>
<td><strong>Used for</strong></td>
<td>Mentees’ training Working on the concept of identity, its different aspects and layers</td>
</tr>
</tbody>
</table>
Objectives of the tool

Become aware that identity is not a static but a dynamic object, and the different layers change organisation depending on situations.

Being aware that some aspects of identity are more or less valued by different people and different situations.

The objective is to help the mentee to know him/herself better, to help them to be more confident, to know what their strengths are their weaknesses, to help them to realise we don’t have only one identity but many and how it works in life.

How can we use the different facets of our identity on our way of life?

Description of the tool

« step-by-step »

The participants receive a paper where they have to draw a table.

Note: The lines corresponds to aspects of identity and the columns corresponds to contexts, but it is better not to reveal what the contents of the columns will be, because it could affect the activity (the participants would think too much!)

We recommend to run the activity with a 6x5 table

- 6 lines: aspects of identity
- 5 columns: 4 contexts to align with the first column

1/ On the first column, the participants write down aspects of their identity
   - General identity (Gender, Age, Nationality, etc.)
   - Social situation (single, married, mother, father, etc.)
   - Character (shy, brave, introvert, etc.)
   - Know-how and Social skills (taking initiatives, being polite, etc.)
   - Profession (working, student, at home, etc.)
   - Belonging to different groups (religious, social, spiritual, etc.)
   - Hobbies that defines yourself (musician, sportsman, etc.)
   - Etc...

It is important to tell the participants that the table doesn’t have to be exhaustive (it doesn’t have to represent their identity as a whole), and that the contents can stay anonymous, in case they want to work on a more “taboo” or “secret” aspect of their identity.

Some participants will be faster than the other to fill the paper. In order to keep a good rhythm, it is important put a time frame to this activity.

2/ Once the first column filled, we skip to the second:
   “On this column, you need to write down how much this aspect of your identity is important for you. Would you be ready to put aside, to “abandon” this aspect depending on situations?”

   If it is important for you, write it big. If it is not, write it small.

3/ On the third column, we follow the same procedure:
   “From your point of view, how much this aspects of your identity are valued in your home country?”

4/ “From your point of view, how much this aspects of your identity are valued in your host country, to make new friends?”

5/ “From your point of view, how much this aspects of your identity are valued in your host country, in a job interview?”

At the end of the activity, we let the participants reflect a few minutes on the table. For those who feel comfortable with sharing, they can paste it on the wall for the other to see (but not obligatory).

Debriefing:

Was it easy to think about 6 aspects of your identity?
Did the aspects of your identity reflect more the “individual” or “collective” identity?
Do you see differences on the way people describe themselves? Did anything surprise you on the tables?
Were you surprised by the choices of the other participants?

Input for the conversation:

Identity is composed of different layers (individual orientation, group orientation that includes ethnicity, social group, religion, etc.). According to the context (and more than ever in migration situations), the organisation of the layers can change, and one aspect of the identity will come out more than some others depending on the importance we allow them and the social value we perceive.

The objective is to observe that we do not have one static identity but it is more a dynamic object.

What should a trainer keep in mind while using the tool?

They can use it all along the mentoring, it can be useful to evaluate the process or before an important meeting (job interview for example) to focus on what is important to develop.
Any interesting variations?

It's also possible to start by a collective brain-storming, to erase the feeling of an “heavy atmosphere” with the silence and everyone focused.. The “one-to-one version”

The mentor can lead this activity with his mentee. It’s possible to choose more rows and columns, it'll depend on what they'll decide to work on. During the mentoring, they can add some rows and columns depending of their goals, and depending on the new situations that the mentee will face : how much it is valued at an evening reception, on a first day of work, at university, etc.

This activity can be accompanied by a reflection on different layers of identity: personal identity, social identity, collective identity, etc.

Sources / Bibliography

Activity inspired by the MOMAP pedagogical toolbox.

http://cccc.eu/momap/momap-guiding/

Is an evaluation method available?

No specially but it can be an evaluation tool to evaluate the process. How do we build our identity day after day and how do we play with in our life?

Skills on the market

Approximate length

60 min

Equipment, materials & space needed

Post-it notes or small square papers in 2 different colours (3 of each colour for each participant)

Pen for everyone to write with

5 candies per participant

Stopwatch to measure time

Whistle (optional)

Space to move around (exercise can be performed indoors or outdoors)

Used for

Training for mentees

The proposed activity is aimed at simulating the job market reality and developing better understanding of how easy or difficult it is to 'sell' one's own skills.

Description of the activity « step-by-step »

STEP 1: Distribute 3 post-it notes of each colour to all participants

STEP 2: Ask participants to write down:

- GREEN POST-ITS > Skills that they already have, they are proud of and would like to share it with others (one skill = one post-it).

- YELLOW POST-ITS > Skill that you would like to develop or improve

TIPS:

- Assign appropriate timing to allow participants enough space for reflection.

- If necessary, explain what a SKILL is and provide examples (e.g. active listening, communication in a foreign language, skills in creating animated movies, etc.) If participants find it difficult to name a skill, ask them to write down something they are really good at.

STEP 3: Distribute 5 candies per person and ask for these to be assigned to the green notes, depending on the value that participants place on a given skill

STEP 4: Once ready, explain the process of the exercise to the group:

...Imagine that you are on the market! What is a market? What happens there? (ask participants for feedback).

In the next 5 min, your task will be to approach as many people on the market as possible in order to:

- 'sell' your skills - try to get the best 'price' (number of candies) for these, starting with the value you have already assigned with the candies.

- 'buy' the skills that you are searching for....

TIPS:

- When on the market participants try to get as many skills and as much money as possible. When doing so, they need to try and match skills that they wish to develop/improve on (yellow cards) with those being sold on green cards.

- Only green cards are being swapped together with candies. Yellow cards stay with participants and are their ‘guide’ in the market.

- Reselling new skills is possible - everything depends on the strategy...if participants thought of any!

STEP 5: When ready, invite participants to stand up and open the market.

TIPS:

- Length of time assigned to the market exercise depends on you and on the size of the group. The bigger the group, the more time should be allocated. Try not to be too generous, though. The purpose is to let participants experience the pressure, rather than allow them to sell and buy what they want.

- Announce timing left so that pressure builds even further.

Theoretical input

(Sources / Bibliography)

Taken from SALTO’s toolbox: https://www.salto-youth.net/tools/toolbox/tool/skills-on-the-market.1771/
### Evaluation method

Here are a number of questions you can ask as part of the debriefing. These are just to initiate the discussion and steer it to the direction you need. e.g.

- How do you feel now (ask everyone around the circle to name their feeling in one word)
- What skills did you trade? Why did you think anybody would buy them?
- What skills did you get? Why do you need them?
- What was the value you placed on your skills?
- Was it easy to set value on the skills?
- Did you have any particular strategy in the market?
  >> If yes, what was it and did it work?
  >> If no, would having a strategy be useful?
- What lessons can we draw from the exercise?

### Challenges: Fears and difficulties assessment

<table>
<thead>
<tr>
<th>Approximate length</th>
<th>45 mins</th>
</tr>
</thead>
</table>
| Equipment, materials & space needed | 3 Flipcharts  
Small papers and pens  
Box of challenges |
| Used for | Mentee's training |
| Objectives | Share fears and challenges expected during the mentorship  
Try to find collective solutions to these challenges  
Provide a space to express fears of the next phases |
| Description of the activity « step-by-step » | This activity usually follows a “hopes and fears” session  
- Tell participants that this activity is anonymous, so they feel free to share the challenges without fears.  
- Ask participants to write down exact challenges that may face them to achieve the expectations collected in the hopes & fears activity.  
- They write 1 challenge per paper and in the language they prefer between the language that facilitators can provide  
- They put these challenges into the box of challenges.  
- Facilitators read challenges one by one and if there are some repeated highlight and cluster. It should be anonymous, so make sure that you don’t read in the language written on the paper.  
- Collect these challenges (and split the group into language groups: the idea is to allow the participants to have a discussion in a language they are comfortable with).  
- In each group discuss these challenges (1 facilitator for each group) and brainstorm on possible solutions. Participants can share their experience, facilitators can introduce ideas.  
Each group list these ideas to overcome challenges on a flipchart  
Each group present their work to the other groups.  
When presenting we circle common solutions found by 2 or more groups. |
| Debrief: | In the circle propose these questions:  
1- Challenges can be overcome easier in groups (Teamwork), why?  
2- What attitudes needed to face challenges?  
3- How analysing a challenge to origins, elements, consequences can help us find solutions? |
| Tips, recommendations for the facilitator | Participants might be stuck while discussing solution, you will have to use analytical skills to identify origins of a challenge and elements included to try to help them discover possible exits.  
Example of Language challenge: Origins (It is not my mother tongue, I never studied it, etc) Elements (Language classes are expensive, I am shy to speak, etc) |

### Mentors or super-heroes?

<table>
<thead>
<tr>
<th>Approximate length</th>
<th>30 mins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment, materials &amp; space needed</td>
<td>Flipchart</td>
</tr>
<tr>
<td>Used for</td>
<td>Mentee's training</td>
</tr>
</tbody>
</table>
| **Objectives** | Discuss the role of a mentor  
Discuss what is expected from a mentor  
Indicate the limitations mentors can face  
Humanise the image of mentors in a realistic sense |
| --- | --- |
| **Description of the activity  
« step-by-step »** | Ask participants to imagine their favourite superhero. Then invite them to share it with the group and to identify what their superpowers are. Then ask them to come to the flipchart and write their biggest challenges/limitations/enemies. At the end you will have a chart of limitations that even superheroes have. On a separate flipchart, open the discussion of a role of a mentor. Write down what mentees think of their superpowers and what are their limitations.  
Examples:  
Powers: They know the city, They have worked in several fields, they speak the local language fluently, they have a network of friends, they are aware of social events in the city.  
Limitations: They work therefore they have time limitations, they have families and personal interests, they don’t speak other language beside French, they travel sometime and can be unreachable, they don’t know all processes of demanding residency cards or. Work permits, etc.  
Present to the mentees the messages written by their mentors to provide a personal connection through written messages.  
Debrief question:  
How this can help us in the 8 month process? Why is it important to understand the limitations of our superheroes |
| **Tips, recommendations for the facilitator** | Participants may share actual humans as superheroes (like: Fathers, Mothers, husbands, wives, etc). You have to endorse it and add it to the chart.  
If the discussion is not becoming constructive about the limitations of mentors, break the group into smaller ones and provide some limitations of your own to inspire. |

---

**How to organise : Check-list and sketch**

<table>
<thead>
<tr>
<th><strong>Approximate length</strong></th>
<th>30 mins</th>
</tr>
</thead>
</table>
| **Equipment, materials & space needed** | Flipchart  
Prepared theatrical sketch for the first encounter between Mentors and Mentees |
| **Objectives** | • To give a more practical idea of how it could be like their first meeting with their mentors  
• To be practical on how to organise our community of practice for a regular interaction.  
• To see live possible discussion that include language difficulties and time challenges and other obstacles that can be found in organising meetings between Mentors and Mentees.  
• To create a checklist for things to be done on the first encounter |
| **Description of the activity  
« step-by-step »** | Create a checklist on a flipchart. Items can be:  
• Sharing names and pronouncing it correctly  
• How to contact the mentor (call, text, email)?  
• How to contact the coordinating organisation?  
• How do we greet each other (handshake, kissing cheeks, etc.)  
• Where in the city is a practical neighbourhood to meet up? |
| **Tips, recommendations for the facilitator** | Very important to be realistic and cover all possible challenges for organising meetings. Checklist has to be visual, simple points and clear. |
| **Variations** | Have you already identified variations to apply according to the context, the needs and specificities of your participants? |
### Role Play

**Approximate length**  
30 minutes

**Equipment, materials & space needed**  
Prepare and write role cards (mentee and mentor) in advance.

**Used for**  
Mentor’s training

**Objectives**  
Preparing the mentor to the different profiles and roles that mentees can adopt.  
- Clarifying the role of a mentor  
- Preventing possible pitfalls that mentors may face

**Description of the activity « step-by-step »**  
Two participants are given a role to play as either a mentor or mentee. It should include some information about the character to play, such as concerns, objectives, emotions, attitude etc. as well as the context of the relationship (is it the first meeting, do they know each other well?).  
Examples of situations:  
- The mentor is being overprotective  
- The mentor is being judgemental  
- The mentee is sharing some very personal secret  
- The mentee is mad at his mentor because his situation is not enhancing  
- Etc.

The pair acts out their role for a few minutes.  
The rest of the team guess what the specifics of the role were and then how it can be addressed in a real life situation.

**Tips, recommendations for the facilitator**  
It should be applied after at least one ice-breaker (it might be hard to play in front of the audience without knowing each other)  
If you feel that one of the players is not comfortable, you can stop the role play earlier.  
You should give clear instructions and examples to make the role play easier before playing.

### Story-making, story-drawing

**Approximate length**  
30 minutes

**Equipment, materials & space needed**  
A4 paper, coloured pens, pencils etc.

**Used for**  
Mentors’ Training  
Artistic expression

**Objectives**  
Take a personal insight into the strengths and weaknesses of mentors  
Use artistic tool to express feelings and ideas difficult to put into words

**Description of the activity « step-by-step »**  
Participants are given a blank sheet of paper to be divided into six equal sections. They then have to draw, one at a time, their interpretation of following:  
1. A mentor  
2. What can you give a mentee?  
3. How will this help the mentee?  
4. What difficulties will you face?  
5. How will you overcome these difficulties?  
6. What is your expected outcome?  
The completed “stories” can then be related to each other’s and displayed.

**Tips, recommendations for the facilitator**  
Wait until everyone has finished their current picture before moving on to the next.
### Finish My Sentence (Hopes and fears)

<table>
<thead>
<tr>
<th>Approximate length</th>
<th>45 minutes (30 min. to fill, 15 min. to share)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment, materials &amp; space needed</td>
<td>Sentences prepared</td>
</tr>
<tr>
<td>Used for</td>
<td>Both mentors’ and mentees’ training Sharing expectations and fears about the mentoring programme</td>
</tr>
<tr>
<td>Description of the activity « step-by-step »</td>
<td>You can prepare some half sentences to get information about the expectancies and worries about the mentoring programme. The facilitator will tell the sentences out loud and the participants need to finish the sentence in expressing their own feelings. The rule is to be honest, but not necessarily profound or serious: funny sentences are allowed. Some example sentences: When I first heard about MentorPower I thought Before I meet my mentor/mentee I am expecting Today was the first meetings with other mentees/mentors and I feel I’m worried about I can cope with this worry with/by Give these sentences to mentors/mentees and ask them to fill</td>
</tr>
<tr>
<td>Tips, recommendations for the facilitator</td>
<td>You should not force them to share their sentences, it has to be voluntary. Before starting to fill, you can explain that they don’t have to say these sentences out loud. Because if that think that they will read, they might avoid writing their real ideas and feelings.</td>
</tr>
</tbody>
</table>

### Find your Partner

<table>
<thead>
<tr>
<th>Approximate length</th>
<th>15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment, materials &amp; space needed</td>
<td>A cleared area to move around.</td>
</tr>
<tr>
<td>Used for</td>
<td>This can be used for mentor and mentee trainings. Getting to know each other</td>
</tr>
<tr>
<td>Objectives</td>
<td>Facilitating the process of approaching others Introducing the matching between mentors and mentees in an entertaining way</td>
</tr>
<tr>
<td>Description of the activity « step-by-step »</td>
<td>In advance, the facilitator should prepare two matching pieces of paper with a written name of a famous person, an animal, an object or an action on it. Participants stand in a circle. Each participant is given one piece of paper to read to themselves. Once ready, all participants, at the same time have to silently act out the word on their paper. The idea is to recognise who is acting out the same word as you, go to them and quickly sit down together.</td>
</tr>
<tr>
<td>Tips, recommendations for the facilitator</td>
<td>This is a very quick game and any number of pairings can be done to ensure everybody gets a chance to match with each other. Therefore, prepare a large number of different matching objects/actions in advance.</td>
</tr>
</tbody>
</table>

### Sharing Expectations

<table>
<thead>
<tr>
<th>Approximate length</th>
<th>30 - 45 mins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment, materials &amp; space needed</td>
<td>Flipcharts and pen Easier with 2 facilitators (one for each group)</td>
</tr>
<tr>
<td>Used for</td>
<td>Workshop for mentors and mentees</td>
</tr>
<tr>
<td>Objectives</td>
<td>To create connections between expectations and highlight common goals with both groups (Mentors and Mentees) Introduce the characteristics of a community of practice and what makes it a community. Share expectations within the group.</td>
</tr>
</tbody>
</table>
The mentors and mentees should be separated into two groups to conduct a "hopes and fears" session apart. In each group, ask participants to brainstorm on specific expectations from participating. For example, for mentees, it could be: Speaking in local language, meet new people that can help me get into social life, find support to understand work environment, know labour market demands and qualifications needed in the country, etc.

Write down the inputs on a flipchart.

Once this step is done, gather the two groups, put both flipcharts side by side and brainstorm on links between both. Example: Mentor’s expectation: (Contact exchange with associations working with migrants in the city), is linked to the Mentees’ expectations: (Know where to seek help in the city.)

With highlighting the links as common goals of the entire group (Mentors and Mentees) present the definition of a «community of Practice» on a flipchart: «A community of practice is a group of people who share a concern or a passion for something they do, and learn how to do it better as they interact regularly.» Discuss as much as it is needed for the participants to understand what is a community.

1- Does this definition apply to our group?
2- How can we create and sustain this community of Mentors and Mentees?

While collecting expectations ask participants to try to be specific and self centred as possible. Differentiate between the activity of motivations done earlier and the activity of expectations. Expectations are what I expect to get/do from participating (activities, specific skills, and specific knowledge). Motivations are the answer to the question “Why am I here?” (Because I am looking for a job, because I feel isolated from society, because I cannot face language barriers alone, because I need personal support etc.)

The activity can also be conducted when mentors and mentees are not gathered in the same training. For example, you can conduct a «hopes and fears» session with the mentors during their training. Then, you can bring the flipchart with the notes to the mentee’s training, without introducing the content, and ask participants «What do you think this is?». Letting mentee’s guess that the flipchart is representing the mentor’s hopes and fears would add a pedagogical value by allowing an empathic experience.

Approximate length: 30 minutes

Equipment, materials & space needed:
- Empty bucket or box
- Pens, paper.
- Seated in an inward facing circle.

Used for:
- Both Mentor and Mentee training;
- Building trust and emphasizing the importance of confidentiality.
Participants are asked to write their answer to a question on a strip of paper, without conferring. For example:
What was your favourite toy as a child?
The paper is then folded and placed in the empty box and all are mixed up together. When all question have been asked, each person then takes a turn in removing a paper from the box and reading it aloud. The author of the paper can admit if it is theirs if they want to.

This is repeated for more simple questions (3 or 4), such as:
As a child, what did you want to be when you grew up?

A final question is:
Write down a secret that nobody knows.
After the answers to this have all been placed in the box, the facilitator grabs all the answers and slowly tears them up together to indicate that the answers will not be revealed.

Debrief:
Ask the participants how they felt during the different steps of the activity, and how they feel now.
Ask the question: «why do you think the last answer were not read out loud?»
You can start a conversation on the importance of trusting each other in this mentoring experience, and also emphasizing the importance of confidentiality.

<table>
<thead>
<tr>
<th>Approximate length</th>
<th>60 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment, materials &amp; space needed</td>
<td>Note paper and pens.</td>
</tr>
</tbody>
</table>
| Used for | Team Building
Learning to solve a conflict situation through group strategies. |
| Description of the activity « step-by-step » | Give to each of the team members the instructions’ sheet and the table of 15 articles (available below - do not reveal the experts answers at this point).
Allow 10 minutes for individuals to choose the ranking of the articles.
Then split your team into groups of ideally four people. Allow 30 minutes for each group to rank the articles together.
Compare group answers and ask groups to explain why they chose their rankings (20 minutes).
To conclude, reveal the experts rankings. |
| Tips, recommendations for the facilitator | Allow extra time if groups want to comment on the experts rankings once revealed. |
| Sources / Bibliography | http://servicios.aragon.es/redo_docs/guias_ol/docs/perdidos_alta_mar |
| Evaluation method | Debriefing for feedback. |
You are on a private yacht that is adrift in the South Pacific. As a result of a fire of unknown origin, much of the yacht and its contents have been lost and the boat is slowly sinking. You are not sure about your current location. Navigational instruments have been destroyed and the crew is focused on putting out the fire. You estimate it is approximately 1800 km to the nearest land.

Below is a list of 15 objects that have remained intact after the fire is extinguished. In addition to these objects there is a rubber inflatable boat large enough to transport the crew, you and 15 objects. The content from the pockets of survivors includes a pack of cigarettes, several matchboxes and five five-euro banknotes.

Your task is to rank the 15 items listed in relation to their importance for survival. Number the objects with 1 being of the highest importance, then 2 for the next most important and so on up to 15, being the least important.

<table>
<thead>
<tr>
<th>List of Objects</th>
<th>Individual ranking</th>
<th>Group ranking</th>
<th>Experts ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Sextant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Shaving mirror</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 A 10 litre bottle of water</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Mosquito net</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 A box of Vitamin C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Maps of the Pacific Ocean</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 A flotation device (Coastguard approved)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 A 10 litre can of fuel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 A small transistor radio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Liquid shark repellent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 20m² of opaque plastic sheeting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 ¼ litre of Puerto Rico rum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 45m of nylon rope</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 Two boxes of chocolate bars</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 Fishing gear</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This exercise is used for making group decisions. Your team must employ the technique of group consensus to reach a decision. This means the order of importance of each of the 15 items must be agreed by each of the members of the group before becoming a part of the group decision. The consensus is difficult to achieve and not everyone will fully agree with the rankings. Therefore, try to apply the rankings with each other where at least all group members are partially in agreement.

Some rules to keep in mind in the process of getting to consensus:

- Avoid defending strictly personal ideas. Face the task from a logical point of view.
- Avoid changing your mind just to reach an agreement and to avoid conflicts. Support the solutions that sit partially in agreement.
- Avoid techniques “conflict reduction” such as majority voting, when making decisions.
- Consider the differences of opinion as an aid and not a impediment to decision making.

**EXPERTS ANSWERS TO “LOST AT SEA” AND WHY THESE**

According to the “experts”, the basic resources needed for a missing person in the middle of the ocean are items to gain attention and items for survival until the rescue team arrive. Articles for navigation are of minor importance. Even if a small lifeboat was able to reach the coastline, it would be impossible to store enough water and food to survive for such a long period of time. Therefore, those of primary importance are the shaving mirror and the can of 10 litres of fuel. These items can be used to signal in cases of an air rescue. Below is a brief explanation of the usefulness of each item. Obviously they do not represent all potential uses of the articles, but indicates the primary importance of each.

<table>
<thead>
<tr>
<th>List of Objects in order of importance</th>
<th>Reason for usefulness</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Shaving mirror</td>
<td>Vital to signal in case of air rescue</td>
</tr>
<tr>
<td>2 A 10 litre can of fuel</td>
<td>Essential for signalling. Fuel floats on water and can be set on fire with the euro notes and matches.</td>
</tr>
<tr>
<td>3 A 10 litre bottle of water</td>
<td>Necessary to avoid dehydration, etc.</td>
</tr>
<tr>
<td>4 A box of Vitamin C</td>
<td>A small staple intake.</td>
</tr>
<tr>
<td>5 20m² of opaque plastic sheeting</td>
<td>Used to collect rain water and protection from the elements.</td>
</tr>
<tr>
<td>6 Two boxes of chocolate bars</td>
<td>Food reserve.</td>
</tr>
<tr>
<td>7 Fishing gear</td>
<td>Scored lower than chocolate because you cannot be sure you will catch a fish.</td>
</tr>
<tr>
<td>8 45m of nylon rope</td>
<td>Used to secure the materials on board.</td>
</tr>
<tr>
<td>9 Flotation device</td>
<td>Use as a life guard if someone falls overboard.</td>
</tr>
<tr>
<td>10 Liquid shark repellent</td>
<td>No explanation needed!</td>
</tr>
<tr>
<td>11 ¼ litre of Puerto Rico rum</td>
<td>It contains 80% alcohol; sufficient for use as a powerful disinfectant for any injuries that may occur; otherwise it has little value, since ingestion will cause dehydration.</td>
</tr>
<tr>
<td>12 A small transistor radio</td>
<td>Of little value</td>
</tr>
<tr>
<td>13 Maps of the Pacific Ocean</td>
<td>They are useless without additional navigation equipment. What matters is not where you are, but where the rescue team is.</td>
</tr>
<tr>
<td>14 Mosquito net</td>
<td>No mosquitoes in the Pacific</td>
</tr>
<tr>
<td>15 Sextant</td>
<td>Useless without tables and chronometer.</td>
</tr>
</tbody>
</table>
The fundamental reason that the signalling elements scored higher than the elements for survival (food and water) is because without them there is no chance of being found and rescued. In addition, most rescues take place during the first thirty-six hours and a person can survive without food or water during that time.

### Abigale’s story (Intercultural Learning)

<table>
<thead>
<tr>
<th>Approximate length</th>
<th>1 - 1h and 15 mins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment, materials &amp; space needed</td>
<td>Print-outs (each participant needs to have a paper with the story) A4 paper, pens</td>
</tr>
<tr>
<td>Used For</td>
<td>It can be used for both mentors and mentees training</td>
</tr>
<tr>
<td>Objectives</td>
<td>The goal is to raise awareness of cultural differences and the different values between cultures and individuals</td>
</tr>
</tbody>
</table>

**Description of the activity « step-by-step »**

Give participants a copy of the following story.

‘ Abigale loves Tom who lives on the other side of the river. A flood has destroyed all bridges across the river, and has left only one boat afloat. Abigale asks James, the owner of the boat, to bring her to the other side. James agrees, but insists that Abigale has to sleep with him in return. Abigale does not know what to do and runs to her mother and asks her what she should do. Her mother tells Abigale that she does not want to interfere with Abigale’s own business. In her desperation Abigale sleeps with James who, afterwards, brings her across the river. Abigale runs to Tom to happily embrace him and tell him everything that has happened. Tom pushes her away bluntly and Abigale runs away. Not far from Tom’s house, Abigale meets John, Tom’s best friend. She tells everything that has happened to him as well. John hits Tom for what he has done to Abigale and walks away with her.”

NOTE: The name of the boatman in the original tool is Sinbad. However, here we changed it to James to make it more “culturally neutral”.

Introduce the exercise to the participants as being one about finding out about different values. Ask everybody to read the story by him/herself and to rank the each character (Abigale, Tom, James, Abigale’s mother, and John) according to their behaviour: Who acted worst? Who is second worst? Etc. After most of the people have done their ranking, ask them to get together in small groups (3 to 6), to discuss about how they perceive the behaviour of the characters. The task of the small groups is to come up with a common list – a list that everybody in the small group can agree on. Ask them to avoid using mathematical methods in order to establish the list, but rather to build that list on the basis of a shared understanding of what is good and what is bad.

After the small groups have come up with their lists, you can optionally repeat this phase by bringing two small groups together to form medium size groups (don’t make the initial small groups larger than 4). Evaluate the exercise in plenary by first bringing together the results and by discussing the similarities and differences between them. Slowly move on to ask on which grounds people made their ranking. How could they decide what was good and what was bad behaviour?

The session can end with a very short presentation about intercultural learning.

**Tips, recommendations for the facilitator**

It is important to be very clear about the rules and also keep our own values in check during the debriefing. It is important to establish an open atmosphere in which every ranking is OK and not to start “blaming” people for arguments we might consider strange or bad ourselves. After the presentation, allow time for questions, if any.

**Theoretical input (Sources / Bibliography)**

The Abigale story tool was first published on the Intercultural Learning T-Kit of the Council of Europe (http://jpp-eu.coe.int/en/web/youth-partnership/t-kit-4-intercultural-learning)
Questionnaire example: Mentors’ training evaluation

- Following training contents were helpful for me:
- Following training contents were not helpful:
- Following training contents helped me to overcome hardships / challenges I faced due to my mentee’s migrant background / different socio-cultural or linguistic background or any other challenge we faced:
- Following training contents I missed:
- Following training contents helped me to evaluate and monitor the type of relationship with my mentee and our mentoring process:
- Following training contents helped me to manage the diversity between my mentee and me and establish empathy and understanding to work on his / her potentials:
- What would I like to edit in the training?
- How do I feel about the (current) cooperation with the mentee?
  - Satisfactory
  - Less-satisfactory
  - Unsatisfactory

Interview guide for mentors

Here are a few questions you can pick from to create your interview guide for your mentor’s follow-up.

1. How are you generally doing your mentoring?
2. What do you like most / what have you done best?
3. What could be done better / what problems have you encountered?
4. What could be done better / what problems have you encountered in terms of the different background of your mentee (cultural, ethnic, linguistic, socio-cultural, and economic)?
5. What were the responses of your mentee?
6. What would you change?
7. What kind of hardships did you encounter regarding intercultural diversity?
8. How did you overcome the different challenges regarding socio-cultural diversity?
9. What tools / techniques helped you to build up intercultural competences and improve your empathy towards your mentee?
10. In what way did your relationship change during your mentoring period?
11. What kind of impact did your mentoring have regarding integration of your mentee?
12. Could your mentoring enlarge and strengthen your mentees social network?
13. How would your mentee describe your relationship?
14. How would your mentee describe the changes faced because of your mentoring (focus integration)?
15. What was helpful to overcome intercultural, socio-cultural diversity?
16. What kind of resources helped to improve your mentoring for the benefit of your migrant mentee?
17. How did the similar / different background of you and your mentee impact your relationship?
18. How would you describe benefits of the programme for the mentee?
19. How would you describe benefits of the programme for you?
20. Do you think that your mentee could also teach you anything? If yes, what?
21. Anything you want to add to describe your learning process?
22. Anything you want to add to describe your mentee’s learning process?
Interview guide for mentees

Here are a few questions you can pick from to create your interview guide for your mentees’ follow-up.
Keep in mind: The mentees might have limited language skills. The questions below are providing some stimuli

1. What kind of activities have you done together with your mentor?
2. How did you find the activities? Which one did you like best? Didn’t you like at all?
3. How is the social contact with you and your mentor?
4. Has your knowledge of the local community improved during this mentor programme?
5. Has your language skills (language of the country I am now living in) improved during this mentoring programme?
6. What did you like most when spending time with your mentor in this programme?
7. What have you done best in this mentoring relationship?
8. What problems or hardships have you encountered? And what could be done better?
9. What problems have you encountered in terms of the different background of your mentor (cultural, ethnic, linguistic, socio-cultural, and economic)? And what could be done better?
10. What were the responses of your mentor? Anything that puzzled you in the beginning but might have become clearer to you once your relationship got deeper?
11. Where or how could your mentor help you to feel more at home?
12. Which activities together with your mentor helped you to feel part of this new society?
13. What would you change in this programme? ...in your relationship?
14. Would you recommend this programme to one of your peers? Why (not)?
15. How did you overcome the different challenges regarding intercultural diversity?
16. What tools / techniques helped you to build up intercultural competences and improve your empathy towards your mentor?
17. Did the programme also help you to build up empathy towards other people of this new country in general?
18. In what way did your relationship change during your mentoring period? Towards your mentor? Towards this new country? Its society or culture?
19. What kind of impact did your mentor have regarding your language skills? Literacy skills? Entrepreneurial skills? Personal and intercultural skills?
20. Could the mentoring enlarge and strengthen your social network? If yes, how did your mentor achieve this?
21. How would your mentor describe your relationship?
22. How would a good friend / a close family member describe your relationship to your mentor?
23. How would your mentor describe the changes you faced because of your mentoring in terms of your social inclusion?
24. What was helpful to overcome intercultural diversity? What kind of resources helped to improve your skills / attitudes for the benefit of your social inclusion?
25. How did the similar / different background of you and your mentor impact your relationship?
26. How would you describe benefits of the programme for you?
27. How would you describe benefits of the programme for the mentor? For the society in general?
28. Do you think that you could also teach anything to your mentor? If yes, what?
29. Was the mentoring a win-win-situation for both of you (mentor and mentee)? Why?
30. Anything you want to add to describe your mentoring experience / you learning process?
Working on Key competences

Here’s an activity you can use to reflect on competences:
1. The participants may want to create his/her own list of competences to reflect own from the lists below or use notes from previous reflections together with other mentors and mentee.
2. They can then create a set of self-assessment cards and write on each card one competence.
3. They place all the cards on the table. The participants can pick the one s/he feels that s/he developed knowledge, skills or attitudes within this competence.
4. The participants can create their own certificate (Youth pass) on key competences and clarify what they are about. Youth pass is available online.

A. KEY COMPETENCES FOR LIFELONG LEARNING

The following definitions are borrowed from the European Reference Framework on Key competences for lifelong learning

The Key Competences for Lifelong Learning – A European Framework is an annex of a Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning that was published in the Official Journal of the European Union on 30 December 2006/L394

Communication in the mother tongue
‘Communication in the mother tongue is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing), and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts; in education and training, work, home and leisure.’

Communication in foreign languages
‘Communication in foreign languages broadly shares the main skill dimensions of communication in the mother tongue: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts (in education and training, work, home and leisure) according to one’s wants or needs. Communication in foreign languages also calls for skills such as mediation and intercultural understanding. An individual’s level of proficiency will vary between the four dimensions (listening, speaking, reading and writing) and between the different languages, and according to that individual’s social and cultural background, environment, needs and/or interests.’

Mathematical competence and basic competences in science and technology
‘Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations. Building on a sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge. Mathematical competence involves, to different degrees, the ability and willingness to use mathematical modes of thought (logical and spatial thinking) and presentation (formulas, models, constructs, graphs, charts). Competence in science refers to the ability and willingness to use the body of knowledge and methodology employed to explain the natural world, in order to identify questions and to draw evidence-based conclusions. Competence in technology is viewed as the application of that knowledge and methodology in response to perceived human wants or needs. Competence in science and technology involves an understanding of the changes caused by human activity and responsibility as an individual citizen.’

Digital competence
‘Digital competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers
to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet.’

**Learning to learn**

‘Learning to learn is the ability to pursue and persist in learning, to organise one’s own learning, including through effective management of time and information, both individually and in groups. This competence includes awareness of one’s learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training. Motivation and confidence are crucial to an individual’s competence.’

**Social and civic competences**

‘These include personal, interpersonal and intercultural competence and cover all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary. Civic competence equips individuals to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation.’

**Sense of initiative and entrepreneurship**

‘Sense of initiative and entrepreneurship refers to an individual’s ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.’

**Cultural awareness and expression**

‘Appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature, and the visual arts.’
### B. LIST OF OTHER COMPETENCES

<table>
<thead>
<tr>
<th>Acceptance of different values and beliefs</th>
<th>Living independently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active listening</td>
<td>Managing conflicts</td>
</tr>
<tr>
<td>Active participation</td>
<td>Managing projects</td>
</tr>
<tr>
<td>Artistic expression</td>
<td>Managing stress</td>
</tr>
<tr>
<td>Budget management skills</td>
<td>Managing time</td>
</tr>
<tr>
<td>Commitment</td>
<td>Motivating others</td>
</tr>
<tr>
<td>Communicating effectively</td>
<td>Musical talent</td>
</tr>
<tr>
<td>Conducting research</td>
<td>Negotiation skills</td>
</tr>
<tr>
<td>Co-operation</td>
<td>Photographing</td>
</tr>
<tr>
<td>Coping with failure</td>
<td>Planning and organisational skills</td>
</tr>
<tr>
<td>Creative imaging</td>
<td>Presentation skills</td>
</tr>
<tr>
<td>Creativity</td>
<td>Problem-solving skills</td>
</tr>
<tr>
<td>Critical thinking</td>
<td>Respect for difference and diversity</td>
</tr>
<tr>
<td>Cultural awareness</td>
<td>Responsible citizenship</td>
</tr>
<tr>
<td>Dealing with change</td>
<td>Self-awareness</td>
</tr>
<tr>
<td>Digital competence</td>
<td>Self-confidence</td>
</tr>
<tr>
<td>Empathy</td>
<td>Self-management</td>
</tr>
<tr>
<td>Encouraging people</td>
<td>Sense of initiative</td>
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<tr>
<td>European citizenship</td>
<td>Shopping</td>
</tr>
<tr>
<td>Expressing solidarity</td>
<td>Taking responsibility</td>
</tr>
<tr>
<td>Foreign language skills</td>
<td>Teaching/training skills</td>
</tr>
<tr>
<td>Giving/receiving feedback</td>
<td>Team work</td>
</tr>
<tr>
<td>Group facilitating</td>
<td>Tolerance of ambiguity</td>
</tr>
<tr>
<td>Guiding others</td>
<td>Troubleshooting</td>
</tr>
<tr>
<td>Identifying problems</td>
<td>Understanding one's own attitude</td>
</tr>
<tr>
<td>Independence</td>
<td>Working independently</td>
</tr>
<tr>
<td>Intercultural co-operation</td>
<td>Working in a multilingual / multicultural environment</td>
</tr>
<tr>
<td>Intercultural sensitivity</td>
<td>Working with animals</td>
</tr>
<tr>
<td>Knowledge about other cultures</td>
<td>Writing skills</td>
</tr>
<tr>
<td>Leadership skills</td>
<td></td>
</tr>
<tr>
<td>Learning to learn</td>
<td></td>
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</tbody>
</table>
Mentoring Diary

Here is an example of a template to make a diary that belongs to the mentoring pair. The diary is a tool to help breaking the ice and fix some practicalities during the first meeting, and it can then been used in any way they want (as a journal, an address book, a drawing support for language issues, etc.)

PAGE 1
Mentor’s Presentation

Something I’d like to share with my mentee

Mentor’s availability (days and times of the week):

It is easier for me to meet (e.g.; places where I can park the car, places where bus no... stops, around home, around work / school, etc.):

PAGE 2
Mentee’s Presentation

Something I’d like to share with my mentor...

Mentee’s availability (days and times of the week):

It is easier for me to meet (e.g.; places where I can park the car, places where bus no... stops, around home, around work / school, etc.):

PAGE 3

Calendar of the programme
The mentoring programme will start in ...........and last until ...........

It will include:
• a training phase before the mentoring phase:

DATES: .................................................................

• A mentoring phase while the pairs of mentors and mentees will meet once each 2 months:

DATES:

• Reflection meetings to share experiences among the participants:
OBJECTIVES’ PYRAMID

What are your objectives for the mentoring programme? What do you want to learn or to achieve? Sort the objectives by order of priority and possibility of realisation: the short-term objectives below and the long term objectives at the top. That’s: you have a plan for action!
The Star Method

The competence achievement scale is from 1 (lowest level) to 10 (highest level). Each participant can then judge his/her personal competences and mark it on the star. This tool can be used several times in the programme in order to visualise the progress: this approach can contribute to intrinsic motivation, self-esteem and satisfaction.

Ten competences can be decided prior by the evaluator or, better, they can be identified, named and clarified within the group and considered as common competences necessary for all team members.

Here’s a list of possible competences to evaluation: communication, problem solving, responsibility, empathy, reflection, effective listening, creativity, time planning, self control.
End of mentoring programme evaluation: Mentors’ questionnaire

Please rate your answers from 1 to 4:
1 - I completely disagree
2 - I rather disagree
3 - I rather agree
4 - I totally agree

SATISFACTION REGARDING MENTORPOWER PARTICIPATION
During the mentoring programme:
1 - You met your mentee regularly (approximately 2 meetings per month)
2 - You feel you built a trust relationship with your mentee
3 - You think you are going to keep in touch with your mentee even after the programme closure

CHANGE THROUGH PARTICIPATION TO MENTORPOWER
You feel that the mentoring programme has helped you:
4 - Questioning assumptions about migrants
5 - Discovering elements on your mentee’s culture that you didn’t understand / know before
6 - Feeling more curious about other people and cultures
7 - Improving your open-mindness and your better understanding of differences
8 - Knowing more about yourself
9 - Increasing your level of self-confidence
10 - Increasing your autonomy (I can make choices for myself)
11 - Increasing your sense of belonging (I feel I belong more to the place I am living in)
12 - Increasing your generosity (I feel I am able to do something for the others)

ACQUISITION OF COMPETENCES
You feel that you have developed competences through the mentoring experience regarding:
13 - Coaching
14 - Communication
15 - Active listening
16 - Social skills
The Blob Tree

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https://www.blobtree.com/
End of mentoring programme evaluation: Mentees’ questionnaire

Please rate your answers from 1 to 4:
1 - I completely disagree
2 - I rather disagree
3 - I rather agree
4 - I totally agree

SATISFACTION REGARDING MENTORPOWER PARTICIPATION
During the mentoring programme:
1- You met your mentor regularly (approximately 2 meetings per month)
2- You feel you built a trust relationship with your mentor
3- You think you are going to keep in touch with your mentor even after the programme closure

MY CHANGE THROUGH PARTICIPATION TO MENTORPOWER
You feel that the mentoring programme has helped you:
4- Feeling more curious about other people and cultures
5- Discovering new opportunities for your job or education project
6- Knowing more about yourself
7- Questioning assumptions about the society you are living in
8- Discovering elements on the local culture that you didn't understand / know before
9- Increasing your level of self-confidence
10- Increasing your autonomy (I can make choices for myself)
11- Increasing your sense of belonging (I feel I belong more to the place I am living in)
12- Increasing your generosity (I feel I am able to do something for the others)

ACQUISITION OF COMPETENCES
You feel that you have developed competences through the mentoring experience regarding:
15- Understanding of your host society
16- Speaking in (local language)
17- Knowing more about the town you are living in
18- Knowing where to find resources/contacts/useful addresses concerning your situation
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