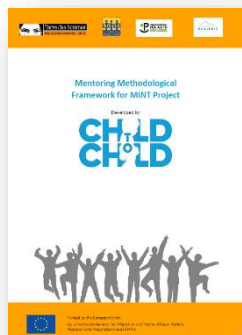


Participative methodologies for children and youths

Enhancing psychosocial resilience and empowerment



Mentoring Methodological Framework (MINT Project)

Mentoring has proven to be an effective way to share knowledge, increase children's social and emotional skills, and promote integration, giving young people the tools and support that they need through a structured programme. The purpose of this Mentoring Methodological Framework is to inform the design of the mentoring component of the programme which is to be designed by project teams. This manual is to be used as a guide: different contexts and children require different approaches.

Objectives

Key objectives for this guiding document are to:

- Inform project teams on **best practice** when developing a mentoring programme
- Provide project teams with a **Mentoring Framework that they can test and adapt**

Target group

Age: 12-18

Size group: presents both individual and group mentoring

Context: initially designed for refugee and migrant children but can be adapted to any context

Benefits of mentoring

Benefits for the mentors:

- Gain personal/professional satisfaction
- Gain recognition from peers and community at large
- Gain improved interpersonal skills
- Promotes a better understanding of social problems in general and children's issues in particular
- Improved empathy
- Gain knowledge on other cultures and customs

Benefits for the mentee:

- Promotes better integration by gaining knowledge on the host communities' culture and customs
- Increased self-esteem and confidence
- Prepares them for greater responsibilities
- Have fun and enjoy activities
- Develops confident youth in the community
- Gain new knowledge, skills and attitudes



Prerequisite

In order to design effective mentoring programmes tailored to the needs of the context, each country office should define the programme parameters first. The following questions can be considered as part of this process:

- What are the overarching goals (at the programme not individual level)?
- What are the intended outcomes?
- Who are you looking to recruit as mentors?
- Who are the mentees?
- What logistics need to be considered?



Structure of the document

This document is divided into four main sections:

1. **Introduction**
2. **Programme design:** this section contains guidance and good practices to be considered at the outset, to design a successful mentoring programme.
3. **Mentoring in practice:** this covers some samples of activities and points project partners to useful resources.
4. **Cross-cutting considerations:** this covers overarching issues such as ensuring effective child participation, overcoming cultural and language barriers and ensuring equality.

Types of resources/tools you will find in the framework

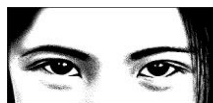
(click [here](#) to access the full document)

- Job description for mentors
- Sample mentor training agenda & suggested topics
- Guidelines for mentors
- Guidance for individual meetings
- Suggested activities
- Participation TIPS
- Useful links
- Important sample forms (consent, confidentiality agreement, mentor-mentee agreement)



Cross-cutting considerations

- **Child participation – a rights based approach:** It is essential for children and young people to develop their own capacities and skills to participate fully in their communities and society.
- **Overcoming cultural and language barriers:** The ability to navigate cultural differences is a crucial quality to be nurtured in prospective mentors.
- **Ensuring gender balance and equity:** In all of our work it is important that we promote, as far as possible, equality, diversity and inclusion.



Terre des hommes
Helping children worldwide.

Approaches to mentoring

A US follow-up study to the National Big Brothers Big Sisters evaluation found two broad differences in approaches to mentoring.

Developmental Approach: The Unconditional Friend



- Initial efforts concentrated on establishing strong relationships with mentees first.
- Efforts were centred on building trust.
- Once a relationship was established and the mentees were receptive then mentors moved onto other goals.
- Incorporated the mentee in the decision-making process.
- Mentors were flexible.
- Mentors were satisfied with the process and the relationship.
- **Mentees felt supported, wanted to continue the relationship long-term, and felt they could talk to their mentors about anything.**

Prescriptive Approach: The “Rescuer”, “Saviour” or “Reformer”



- Initial efforts were outcome based.
- Time was spent primarily setting goals and working towards those goals.
- Mentors had their own goals or agenda as the priority.
- Mentors were reluctant to change their agenda or to change their expectations for relationship.
- Unrealistic expectations.
- Out to “transform” their mentees.
- Expected equal responsibility from mentees.
- **Both mentors and mentees felt frustrated with the relationship.**

Monitoring & Evaluation

The purpose of doing an evaluation is **to help the mentors work more effectively**, to see what has been accomplished, and learn from experiences.

There are several options for the way that this can be done:

- Option A: **Regular monitoring** can be built into ongoing programme processes by incorporating regular participatory M&E activities into meetings. There could be feedback forms for mentors at the end of every session.
- Option B: **Periodic workshops and/or focus group discussions** and interviews involving key stakeholders to gather the M&E data (e.g. at 3 months, 6 months, 9 months).
- Option C: **A creative mixture of options A and B.** Your organisation may have different creative ideas on how to implement the M&E process in ways that best suit the particular context.