

INDIVIDUAL MENTORING

| TOWARDS GRADUATION | |
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| Author | BIR (Italy) |
| Project moment | Individual mentoring |
| Target group | Mentees |
| Goals | Support the university carrier of a mentee |
| Methodology | Duration: not defined Description: the mentor supervises/supports the study path of the mentee, without losing sight of the job prospects. |
| Resources | Territorial network |
| Description of development | <p>The role of the mentor is clarified at the very beginning of the process, as well as the goals to be met: help the mentee to complete the course of study at the university in the briefest time possible.</p> <p>The mentor supports the mentee in the definition of the content of her thesis, the bibliography and the table of content; the mentor can also help setting meetings with the thesis advisor to establish clear objectives.</p> |
| Recommendations | <p>Take into consideration the context the mentee lives in and the network you can provide them with to help achieve short and long term objectives.</p> <p>Example: if the mentee has financial worries, help them find the appropriate network and support system to make it easier to find a part-time job, so they don't have to drop their university carrier or put it aside, postponing the graduation.</p> <p>This way they can self-empower themselves and pursue the defined objectives with a positive emotional and technical support.</p> |

| APPROACHING THE JOB SEARCH | |
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| Author | BIR (Italy) |
| Project moment | Individual activity (also in a group, if appropriate) |
| Target group | Mentees + mentors (also+ expert, if appropriate) |
| Goals | <p>To strengthen mentor + mentee relation</p> <p>To approach opportunities and services of the city</p> <p>To go into details as to work expectations and the way to realize them.</p> |
| Methodology | <p>Duration: one-hour meetings replicable in 3-5 times (according to the individual mentee).</p> <p>Description:</p> <p>Each mentee knows something about work, but it might only be an abstract concept. Mentors and mentees, during individual or small group meetings, face the following subjects : how to look for a job, how much can you earn, what this means for you, possible reasons to accept or turn down a poorly paid internship, type of contacts, privilege a job that guarantees more opportunities... In consideration of mentee's situation (training, economic needs, balance of competences, expectations), the mentor can supply advice and help to address the targets.</p> <p>It may be particularly interesting to facilitate and accompany the mentee's access to forms of job opportunities offered within the relevant area, such as internships and work grants. Local authority job guidance offices, trade union consultancy services, private association services can be pertinent interlocutors.</p> <p>The accompaniment can also be used to overcome any demotivating attitudes and evaluate the offers received.</p> <p>The mentor is not required to be an expert on access to work. On the contrary, the mentor can facilitate the mentee's encounter with an operator of the competent offices, or collect information from these and convey it to the mentee.</p> <p>It is very important in the mentee-mentor relationship to go through the actions taken in order to face the possible disappointment for an offer that has not arrived (or has not arrived as yet), to normalize the non-selection after an interview, to talk about a possible re-orientation (for example if it emerges that the first job is underpaid). In general, it is advisable to re-examine every step of the process.</p> <p>In this sense it can be useful to compare the work experience of the mentor (his first jobs etc). The topic - and the relevant considerations - can also be addressed in a small group, facilitating comparison.</p> |
| Resources | It is important to contact by telephone or in person, somebody who can advise on the work opportunities within the relevant area. This individual might be an internal staff member or an external advisor. |
| Description of development | <p>First step: Mentors and mentees address the issue, first in a small group, then through a personal interview + mentor collects information on suggestions to offer to the mentee.</p> <p>Second step: the mentor accompanies the mentee to meet an expert / to be able to evaluate a job offer / to prepare for an interview with a job guidance office.</p> |

| EDUCATIONAL PROFILE GUIDANCE / TRANSITION TO ANOTHER SCHOOL PROFILE | |
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| Author | CARUSEL (Romania) |
| Moment in relationship | Month 2, centered on educational guidance tasks, after mentoring relationship already formed. |
| Aims of the activity /strategy | <ul style="list-style-type: none"> - Help mentee follow a (high)school/educational profile that better suits his/hers interests and passions. - Long term guidance so that the mentee can follow the specialty at university. |
| Goals in the mentoring | <ul style="list-style-type: none"> - Help mentee realize if they have chosen the school profile that suits them by having mentee open up about challenges. - In case a mentee encounters difficulties (for example, struggles at an mathematics profile), and his/hers interest are better served at another profile (sports, social sciences etc), the mentors needs to assist the mentee in identify a different highschool, find a sports club, help with the paperwork etc. |
| Methodology | <ul style="list-style-type: none"> - Mentor helps mentee reflect on his/hers school trajectory and to identify any struggles encountered. - If a school profile change is necessary, mentors helps mentees through the next steps. |
| Resources | No special requirements |
| Description of development | <ul style="list-style-type: none"> - Results of school activity. - Self evaluation of mentee regarding his/hers evolution and confidence in the profile chosen. |
| Recommendations | <p>It is recommended for mentor to first check if the mentee's struggles cannot be overcome at the current school profile.</p> <p>Mentor should consult with project team when helping the mentee switch profiles or schools.</p> |

| PAINTING EXHIBITION IN A NEW PLACE | |
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| Author | CARUSEL (Romania) |
| Moment in relationship | Month 2, after mentoring relationship already formed and mentor knows mentee's interests. |
| Aims of the activity /strategy | Discover and develop new interests |
| Goals in the mentoring | <ul style="list-style-type: none"> - Find a painting exhibition in a new location. - Exposing mentee to new possible interests/hobbies. - The painter or location can be familiar to mentor so that the mentor also shares his/hers interests. An example is an exhibition by a colleague of the mentor, that took place at the faculty where the mentor is studying. The mentor therefore could also show the mentee where a familiar place, one that can become a goal for the mentee. - Guide the mentee through the new experience, help her/him to hers/his opinions on what they see. |
| Methodology | <ul style="list-style-type: none"> - Mentor identifies the exhibition. - While they attend the exhibition, they discuss about the painting and location. |
| Resources | Ticket to the exhibition if applicable. |
| Description of development | If mentee is interested, this can become a regular activity. |
| Recommendations | It is recommended that the exhibition or the location be familiar to the mentor so that it also becomes an opportunity for the mentor to discuss her personal interests or experiences. |

| VOLUNTEERING ACTIVITIES | |
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| Author: | CARUSEL (Romania) |
| Moment in relationship | Month 2, after mentoring relationship already formed |
| Aims of the activity /strategy | <ul style="list-style-type: none"> - Understand the importance of giving back to the community through volunteering. |
| Goals in the mentoring | <ul style="list-style-type: none"> - Involve the mentee in volunteering activities. - Build the mentoring relationship. |
| Methodology | <ul style="list-style-type: none"> - Mentor selects a volunteering event/activity that she/he is already involved in. - Present the mentee what it involves and explain why it is important to volunteer. |
| Resources | No special requirements. |
| Description of development | <ul style="list-style-type: none"> - Mentor discusses in advance about being a volunteer and explores if the mentee is interested. An example, from our activities was: participation at a freeshop (selecting donated clothes, arranging them etc). - Mentor selects an event/activity and guides the mentee through what they are doing. - |
| Recommendations | <ul style="list-style-type: none"> - It is important to select a volunteering activity that is familiar to the mentor. - It is also important to discuss beforehand with the mentee in order to be an activity that she/he can take part in, and one that is age appropriate. |

| LEARNING STYLE | |
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| Type of mentoring | HESED (Bulgaria) |
| Moment in relationship | First meetings |
| Aims of the activity /strategy | Determining individual learning styles |
| Goals in the mentoring | Planning activities based on learning style |
| Methodology | <ul style="list-style-type: none"> - Mentees take evaluation - Discusses the results with mentor - Mentor uses the results to plan future activities. |
| Resources | Link to online or printed evaluation. |
| Description of development | <ul style="list-style-type: none"> - Mentors have information on learning style of each mentee. |

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| Recommendations | It is important that the mentor also completes the evaluation in order to first understand their own learning style. The evaluation can be done again at a later stage to see if results have changed. |
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| I.M.2 | |
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| Author | HESED (Bulgaria) |
| Moment in relationship | First meetings |
| Aims of the activity /strategy | Discovering the mentees' interests |
| Goals in the mentoring | Getting acquainted and setting goals |
| Methodology | <ul style="list-style-type: none"> - The mentee finds three photos that show important things related to their personal life and/or dreams. The mentor also shows three photos showing the same about themselves. - In a conversation, the mentor discusses how s/he chose the photos, what is their personal significance and how they are related to her/his future |
| Resources | Photos |
| Description of development | The mentor's photos are related to family, education and happy moments with friends. This brings mentor and mentee together and builds a relationship between them, while also helping to identify significant figures and events that serve as a motivation for personal and professional development. |
| Recommendations | A minimum of three required photos. In the absence of photographs depicting what the mentor wants to share, s/he can make a drawing to illustrate it or share a photograph symbolizing what they want to convey. |

| PERSONAL NARRATIVE | |
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| Type of mentoring | HESED (Bulgaria) |
| Moment in relationship | Month 2 |
| Aims of the activity /strategy | Goal setting for the mentorship program |
| Goals in the mentoring | Getting information on the goals of mentoring |
| Methodology | <p>Creating a personal narrative</p> <ul style="list-style-type: none"> - The mentee is asked to imagine themselves at the age of 35 and answer the questions: Where am I?, Whom am I with?, What do I do?; Why is this my profession?; How do I want the story to develop? - Sharing and discussion with mentor |
| Resources | A list of questions |
| Description of development | <p>The mentee can create a story that gives information about what is important to her/him and what are some possible obstacles, foreseen in a short, middle and long term projection.</p> <p>The mentor receives valuable information for reaching the program's objectives.</p> |
| Recommendations | <p>It is important for the mentor's questions to be brief and clear.</p> <p>The story may be negative - that is, the mentees could see themselves in a place "worse" than they are in now. Then the mentor can work on the obstacles that the mentee sees between her/himself and the future image that develops positively.</p> |

| LIST OF QUESTIONS | |
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| Author: | HESED (Bulgaria) |
| Type of mentoring | Individual mentoring |
| Moment in relationship | Month 1 |
| Aims of the activity /strategy | Getting to know each other and building a relationship |
| Goals in the mentoring | Getting to know each other |
| Methodology | <ul style="list-style-type: none"> - Both mentor and mentee writes down 10 questions they would like to ask the other - the questions must not be intentionally provoking or upsetting; - Each answers the questions, knowing that they can chose not to answer a question they do not want to answer. |
| Resources | List of questions, prepared individually |

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| Description of development | The questions are mostly related to hobbies, interests, dreams, moral dilemmas, principles and values, e.g. "What is your favorite movie and why?", "If you could meet anyone that you really like and admire, who would it be?", "Tell me about a special day for you that happened recently or a while ago", "Would you like to be famous?", "What in your life are you most grateful for?" |
| Recommendations | It is best to have this activity during the first meetings but it could also take place at a later stage. |

| GETTING INVOLVED | |
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| Author: | HESED (Bulgaria) |
| Type of mentoring | Individual mentoring |
| Moment in relationship | Throughout the duration of the mentoring program |
| Aims of the activity /strategy | Improving the urban environment |
| Goals in the mentoring | Strengthening the relationship and trust and diversifying the activities |
| Methodology | - Getting involved as a mentor-mentee pair in a group volunteering activity – for example improving the neighbourhood/school environment by cleaning, painting, repairs, etc. |
| Resources | According to the activity |
| Description of development | Participating in environment/community activities for improving public spaces, organized by NGOs or institutions. |

| MUSIC | |
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| Author: | FAGIC (Spain) |
| Type of mentoring | Peer mentoring / Strategy |
| Moment in relationship | After second and third month / Very good relationship |
| Aims of the activity /strategy | Help the mentee's motivation when he doesn't feel like to do anything or when it's a critical moment of demotivation |
| Goals in the mentoring | Make him to keep going and not to abandon |
| Methodology | Play music together and record music in the studio to spend good time together |
| Resources | Music studio and piano |

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| Description of development | <p>Meeting at the Roma local association of Bon Pastor. There is a music/recording studio. When the mentor notices that the mentee is down of motivation and feels down and tired of studies, he meets the mentee at the recording studio to play the piano and try to compose music. The mentee loves music and loves to play the piano, so when they come together and play music the atmosphere is much better and the mentee feels good. During the session, the mentor speaks about how he feels and tries to motivate him to keep him going.</p> <p>They can spend 3 – 4 hours there and even more and the feeling at the end of the session is very good.</p> |
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| PLAYGROUND MEETING | |
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| Author: | FAGIC (Spain) |
| Type of mentoring | Peer mentoring / Strategy |
| Moment in relationship | After seventh month more or less / Very good relationship |
| Aims of the activity /strategy | Keep the mentee in contact with the project and the studies |
| Goals in the mentoring | Make possible that she gets the basic education certificate – GESO |
| Methodology | Meeting in the park or playground with the children to reflect about the future and own aspirations and dreams |
| Resources | None |
| Description of development | <p>The mentor (woman) meets the mentee (woman) at the park with the children. The mentor has 3 children and the mentee has 2, one born in January 2019. The mentee was doing the GESO course (aims to have the basic education certificate). She left the course because she gave birth to her second child in January and she cannot manage to go to the lessons having the newborn baby. The mentor, in trying to keep the mentee connect with the studies, is continuing doing the mentoring in a family atmosphere.</p> <p>The mentee's intention is to start the course again in September, but the mentor is afraid that during these months she disconnects from the studies, so she is keeping her at the project by going together to the park/playground with all the children and spend time together and with the family. During this time, the mentor is telling her about how the course is going and is keeping her up of motivation.</p> <p>They talk about their own aspirations in life and also about the aspirations of their children. The mentee realises that even with children she can study, so she finds in the mentor a good referent and also a supportive person.</p> |

| CONNECTING PEOPLE | |
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| Author: | FAGIC (Spain) |
| Type of mentoring | Peer mentoring / strategy |
| Moment in relationship | Good relationship |
| Aims of the activity /strategy | To show other possibilities to the mentee and also to give more knowledge about the resources to Roma youngsters |
| Goals in the mentoring | Make sure she can get the basic education certificate |
| Methodology | Reflection about the possibilities of the Integrated Plan and what can offer Getting to know more resources outside the neighbourhood |
| Resources | None |
| Description of development | <p>Day out of the neighbourhood / Visit the Pla Integral del Poble Gitano de Catalunya / Integrated Plan of the Roma People in Catalonia</p> <p>The mentor, in order to show more resources targeting Roma people, brought to the mentee outside the neighbourhood and visit the Integrated Plan of the Roma People. There, the mentee was received by the Roma workers of the Plan and then she had a little talk with a Roma person doctor in Education. He explained the opportunities the Plan offers to the Roma people, especially those focused on education. Fernando motivated the mentee and also explained other examples of other youngsters. He showed the infrastructures of the Plan and also he invited the mentee to go to the GESO course for Roma girls (already started) to see how she feels and then if she feels good, she can join the group. Everything went well, because the mentee joined the course.</p> |

| CINEMA | |
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| Author: | FAGIC (Spain) |
| Type of mentoring | Peer mentoring / strategy |
| Moment in relationship | Since the second / third month. Very good relationship |
| Aims of the activity /strategy | To share same interests and hobbies mentor/mentee To build stronger relationship and get closer |
| Goals in the mentoring | To feel confident with the mentor and free to express himself to make him continuing studying and have good results |
| Methodology | Spend free time together and going to the cinema |
| Resources | None |
| Description of development | Mentor and mentee are big fans of cinema and they are especially fans of Marvel films. So they used this interest to get closer and to do activities outside the real mentoring. They went to see three times in four days the same film "Vengadores: Endgame", the last Marvel film. So spending this time together makes them to have a stronger relationship. |

| SKATING ON ICE | |
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| Author: | FAGIC (Spain) |
| | Peer mentoring / strategy |
| Moment in relationship | After month 7 |
| Aims of the activity /strategy | To see the mentor as a “close” figure / friend further than a person related with the studies. The mentor wanted to show a different “person”, not only a person who is “controlling” her for the studies |
| Goals in the mentoring | To motivate the mentee and to bring the mentee outside the neighbourhood |
| Methodology | To spend an afternoon/evening together sharing a funny activity – Skating on ice |
| Resources | To have an ice rink where to go and money to pay the activity |
| Description of development | The main problem for some mentees is the demotivation. They don't have study habits and their environment is not the best one, because the majority of their friends are doing nothing (neither working or studying) and the mentor doesn't want to become the authority figure, she wants to be a person in who they can trust and explain their issues. That's why, the mentor proposed to do skating on ice individually with the mentees. They spent an afternoon/evening together in a funny atmosphere and they talk about other issues rather than studies. |