



Youth Peer Mentor's Framework

I. Youth mentoring – definition and concept

Mentoring is a powerful and widely used mechanism for people to learn many and new things related to their personal, social and professional skills, knowledge and competence. The first recorded modern usage of the term can be traced to a book entitled "Les Aventures de Télémaque", by the French writer François Fenelon¹. In the book the lead character is the one of Mentor. This book was published in 1699 and was very popular during the 18th century and the modern application of the term can be traced to this publication. In contemporary days there are many definitions about mentoring and here the most popular and relevant to the My Peer Mentor project are provided:

"support, assistance, advocacy or guidance given by one person to another in order to achieve an objective or several objectives over a period of time" [CITATION Mic05 \l 1026]
"off-line help by one person to another in making significant transitions in knowledge, work or thinking." [CITATION Dav14 \l 1033]

Youth definition: The total number of young people in the age-groups 15-19, 20-24 and 25-29 living in a member state of the European Union.²

A mentor can be anyone: a friend, a relative, a peer or a colleague, but normally the mentor is someone more experienced or advanced in a curtailed sphere, who can be a role model or a consultant. So a mentoring relationship is usually an interaction where more experienced person assists another person to be aware of his own abilities and personal improvement.

In our days, the mentoring tradition in which a more experienced person who fosters the growth and development of another has been widely adopted; 'peer-mentoring' among youth is also increasingly popular. In peer-mentoring the mentor and mentee are much closer in age and experience and it seems to be highly effective with some groups, such as PwDs, youngsters from marginalised groups or other people that are considered vulnerable.

The mentoring relationship is based on commonly recognised values, such as: clear and open communication, trust, mutual respect towards the personality of the other person and assertive cooperation of both parties. In fact, good mentors do also learn from their mentees.

Mentoring is fruitful and informal collaboration among individuals which:

- is an activity that occurs below the consciousness of individuals
- is based on voluntarily participation and
- is a structured process based on common agreement and action plan embraced both by mentor and mentee

¹ François de Salignac de la Mothe-Fénelon, more commonly known as François Fénelon (August 6, 1651-January 7, 1715), was a French Roman Catholic theologian, poet and writer. He today is remembered mostly as one of the main advocates of quietism and as the author of The Adventures of Telemachus, a scabrous attack on the French monarchy, first published in 1699. (Source: http://en.wikipedia.org/wiki/Fran%C3%A7ois_F%C3%A9nelon)

² http://ec.europa.eu/assets/eac/youth/library/publications/indicator-dashboard_en.pdf



II. The main principles of mentoring

The Mentoring should be well established, taking into account the following aspects:

- it is an organized relationship whereby participants must be carefully selected according to their expectations, desires and needs;
- it is facilitated by an explicit consent between the parties;
- it is voluntary and each peer must agree to the choice of the other and be able to withdraw if the relationship fails to work;
- it is confidential and goal oriented;
- both parties are motivated and willing to take their role in the mentoring
- it is non-judgemental and equality based relationship;
- its main purpose is to recognise and meet the needs of the mentee;
- it is a mechanism for mutual sharing experience, knowledge and now-how between two parties (mentor and mentee), a two-way street with benefits for the peers.

III. Introduction to the youth peer mentoring process

1. Main rules of mentoring

Although the mentoring is considered as informal relationship between two young people, it has certain rules that define the process as structured one with assigned tasks and responsibilities, voluntarily adopted both by the mentor and the mentee.

The mentoring should be:

1. an organised relationship: participants are selected based on preliminary defined criteria, rather than meeting by chance
2. facilitated by a coordinator who takes the lead role in facilitating the mentoring programme, matching participants and provides ongoing support in the implementation process
3. Coordinated without direct interference in the mutual work of the mentor and mentee, but the coordinator should make sure that the mentoring process is run in accordance with the ethical and professional standards for good mentoring relationship.
4. ensured by an explicit formal agreement or contract – although the content of this may change over the course of the relationship
5. time limited with clearly indicated start, date and end date
6. confidential between the parties
7. acknowledged the choice of the other one and both parties must have the option to withdraw if the relationship fails to work or if the relationship is being transformed into a private one
8. responsive to the needs to the mentor and mentee and these should be properly identified in the beginning of the process, not simply taken-for-granted
9. perceived as learning process – mentors and mentees learn about themselves, about each other, and about relationships
10. The mentoring process should be run in six main stages:
 - Recruitment of the participants
 - Matching mentors and mentees
 - Initial trainings of mentors and mentees
 - Target setting and agreement between the mentor and mentees
 - Actual implementation of mentoring process



- Monitoring and evaluation of the mentoring outcomes

2. Main responsibilities of mentor:

The mentor has a multiple role in the process and normally serves as a role model for the mentee. Among the main responsibilities are these related to the direct planning and implementation of the process as well as keeping privacy, ethics and safety. The mentor should:

1. *Share information about his background, skills and interests;*
2. *Listen and draw out the thoughts and ideas of the mentee;*
3. *Offer mentee constructive, meaningful and trustworthy advice and feedback;*
4. *Maintain intimate and confidential relationship, because the mentee may be vulnerable to exploitation by the others: bullying, betrayal of confidence and even sexual aggression;*
5. *Ensure an environment in which mentee feels comfortable about voicing his concerns, fears and desires;*
6. *Seek support or advice by other specialist when he is feeling not confident enough;*
7. *Recognise and respect the boundaries of the mentor-mentee interaction and understand the need for delicacy and support;*
8. *Initiate contact with the mentee within one week after the induction trainings to develop mutually agreed upon goals and staying in touch with the mentee till the end of the mentoring process;*
9. *Prepare together with the mentee agreement about the mentoring relationship as well as an action plan for the implementation of the mentoring process, outlining the frequency and places of the meetings, the topics of discussion, and spheres of interaction, final goals and expected outcomes;*
10. *Provide appropriate guidance to the mentee's questions, needs, or concerns, and developing realistic, measureable and achievable goals for the mentee;*
11. *Share knowledge and experience with the mentee in a way that benefits the mentee in his self-determination, social adaptation and professional career development;*
12. *Provide encouragement for building up self-confidence and self-esteem;*
13. *Commit the necessary time to the mentoring relationship and being available at the mutually agreed upon times;*
14. *Complete monitoring, feedback and evaluation form upon a request by the mentoring coordinator.*

3. Main responsibilities of the mentee

The role of the mentee is as equally important for the final success of the mentoring programme as the one of the mentor. In the usual case the mentee is motivated and willing to receive guidance and support in order to achieve the mutually set goals of the mentoring. The mentee should:

1. *Commit the necessary time to the mentoring relationship and being available at the mutually agreed upon times.*
2. *Exchange ideas and experiences with the mentor in a friendly manner*
3. *Take advantage of the experiences and opportunities provided by the mentor.*
4. *Maintain the confidentiality of all shared information.*



5. *Keep the mentor informed about any problems, concerns, or progress made during the mentoring process.*
6. *Prepare together with the mentor agreement about the mentoring relationship as well as an action plan for the implementation of the mentoring process, outlining the frequency and places of the meetings, the topics of discussion, and spheres of interaction, final goals and expected outcomes;*
7. *Follow through on commitments and agreed tasks*
8. *Complete monitoring, feedback and evaluation form upon a request by the mentoring coordinator*
9. *Recognise and respect the boundaries of the mentee-mentor interaction and understand the need for delicacy;*
10. *Inform the mentoring coordinator in case the mentoring goes wrong or do not meet the needs and expectations of the mentee*

4. How to be active mentor

Being an active mentor is always a challenge. What distinguish the good mentors are their personal qualities and dedication, demonstrated during the mentoring process. Good and active mentors are not afraid to take risks or to avoid difficult situations because they may fail. They are also decisive, goal-oriented and open to share their knowledge and experience without patronizing the mentee. Below are listed a few advices that you may follow in order to be proactive participant in the mentoring process

1. **Challenge each other** to set a goal to improve one personal behaviour
2. **Use games and other interactive tools** to facilitate the contact with your mentee
3. **Do a neighbourhood assessment** to determine the interesting places providing cultural and social events and activities
4. **Be creative** and suggest to your mentee alternative solutions for his personal development and social inclusion
5. **Do not be embarrassed** to ask the mentee questions that you may consider embarrassing and intimidating
6. **Use the contacts** of your social network in order to provide to your mentee new opportunities and chances for growth
7. **Initiate links and cooperation** with NGOs, youth organisations or social clubs that may help you to achieve the goals of the mentoring.
8. **Give** to your mentee as much **tasks and responsibilities** in order to strength his self-efficacy

IV. Mentor/mentee contract

Mentoring Contract Template

We are both voluntarily entering into this mentoring relationship. We wish this to be a rewarding experience, spending most of our time discussing developmental activities of mutual interest. We agree that...



1. The mentoring relationship will last for _____ months. This period will be evaluated every three to six months and will end by amicable agreement once we have achieved the goals and outcomes set in our action plan.

2. We will meet at least once every _____ weeks. Meeting times, once agreed, should not be cancelled without notifying the other party at least 24 hours before the appointment. At the end of each meeting we will agree a date for the next meeting.

3. In between meetings we will contact each other by telephone/email/social networkson ongoing basis.

4. The aim of the mentoring is to discuss and resolve the following issues:

- a)
- b)
- c)

6. We agree that the role of the mentor is to:

7. We agree that the role of the mentee is to:

8. We agree to keep the content of these meetings confidential.

9. The mentor agrees to be honest and provide constructive feedback to the mentee. The mentee agrees to be open to the feedback.

10. Both parties are agreed to establish and follow a relationship that is based on peer interaction and mutual respect.



1. _____

Date: _____

Mentor’s signature: _____

Mentee’s signature: _____

Date for Review: _____

V. Mentor/mentee activities

Mentor/Mentee Action Plan:

Mentor Name:

Mentee Name:

Goals/Targets to be achieved	Current Situation	Actions required to achieve goals/targets	Success Measures	Deadline
To make the mentee competitive onto the labour market and	Recently graduate high school, with no work experience	1. To discuss the opportunities for obtaining practical experience. 2. To practice with the mentee approaches for effective self-presentation 3. To meet the mentee with other peers who recently started a job	Submission of 3 job applications and appointment for at least 1 job interview	End of the 3 rd month of the mentoring process
To prepare him for his first job



--	--	--	--	--

VI. Impact gathering of the youth mentoring process

The overall functions of the gathering impact process are divided into two domains: the first is about individual mentoring couples and their progress according to the mutually agreed action plan; the second concerns the effectiveness of the mentoring programme in achieving its objectives. The results and the impact achieved within the mentoring process are not always visible and tangible, because of the nature of the mentoring relationship which is confidential, flexible and oriented to the needs of the mentee. The measurement of the impact should be accomplished by observing the ethical aspects of such informal relationship, as well as by respecting the privacy of the interaction between mentor and mentee. Despite the mentioned challenges, the impact measurement should be properly emplaced so that the outcomes of the mentoring can be recognised and used by the participating parties in different life situations or in professional context. The impact can be measured in two dimensions – qualitative and quantitative.

Qualitative measurement

Prepare two types of questionnaires with closed questions for the mentor and mentee respectfully and ask them to complete the provided forms twice – at the midterm stage and at the end of the mentoring process. Samples of questionnaires you may find as annexes to the Strategy for conduction of mentoring sessions based on indicators for success.

Quantitative measurement

You may ask the mentee and mentor to list three of the most useful achievements and three of the less useful outcomes of the mentoring programme. In addition, you may ask the participants to share their experience and views in a short written testimonials or videos.



EU Erasmus + project
“Mobile youth peer mentoring application
to facilitate distance mentoring guidance
for youth with disabilities”
Project number: 2017-1-TR01-KA205-039752



Erasmus +