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Strategy for conducting mentoring sessions, based on indicators for success

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Authors	Gazi University Zgura-M

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Thesaurus

Youth with disabilities (YwD) – a youth person with a physical, mental, cognitive, or developmental condition that impairs, interferes with, or limits the person's ability to engage in certain tasks or actions or participate in typical daily activities and interactions. In the context of MyPeerMentor, we use this term to refer to any youth between 16 to 29 years old that has any kind of (complex) disability and a resulting functional limitation(s) (see ICF based model of disability).

Mentoring - It is most often defined as a professional relationship in which an experienced person (the mentor) assists another (the mentee) in developing specific skills and knowledge that will enhance the less-experienced person's professional and personal growth. "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" (Michael J. Marquardt, 2005) and "to make significant transitions in knowledge, work or thinking" (Clutterbuck, 2014).

National Coordinator – Organisation responsible for the coordination of the piloting process either in Turkey, Bulgaria and Romania of the MyPeerMentor project. The main tasks of the National Coordinator are:

- Cultural adaptations of available training materials in accordance with local circumstances and peculiarities;
- Training of mentoring coordinators;
- Recruitment of mentors and mentees;
- Identification of mentors' and mentees' needs and expectations;
- Matching the couples;
- Setting up the induction process;
- Coordinating the mentoring process;
- Internal monitoring of the mentoring process;
- Evaluation of mentors' and mentees' satisfaction;
- Certification of mentoring couples;
- Reporting of the achieved results and outcomes.

Youth peer mentor – a young socially motivated person who is willing to cooperate on a voluntary basis with the mentee for their mutual personal development. Youth peer mentors are recruited by the National coordinators based on predefined criteria. Youth peer mentors are expected to collaborate with the mentee on an equal basis for the successful implementation of the mentoring process.

Mentor – a professional (either manager or an employee in an organisation or freelancer) in a certain field willing to cooperate on voluntary basis with the mentee for their mutual professional and personal development. Mentors are recruited by the National coordinators based on pre-definite criteria. Mentors are expected to collaborate with the mentee for the successful implementation of the mentoring process.

Mentee – an individual, a youth with disabilities (YwD), participating in the Mobile youth peer mentoring project over the age of 16-29 who face challenges in terms of finding relevant/sustainable employment because of his/her disadvantages and deficit of appropriate skills required by the employers. Mentees together with Mentors are recruited by the National coordinators of the mentoring programme in respect to the requirements of the MyPeerMentor project.

Mentoring Coordinator – a youth person having specialised knowledge and skills in accommodating and evaluating of a mentoring process. It is responsible for regular communication with mentoring couples and the national coordinator, conducting of trainings, providing of support for the implementation of the MyPeerMentor process, providing of support in implementation of on-site mentoring, managing of conflicts and problem solving, administrating of the mentoring process, finalisation of the mentoring process, reporting to the national coordinator, and informal certification.

Preface

The guide is designed to be used by mentoring providers and coordinators who wish to introduce mentoring programmes as a tool for successful personal development and social inclusion of youth with disabilities (YwD). It will “arm” them with practical guidance and knowledge about how to plan, implement, monitor and evaluate more successfully the mentoring programme.

The information and guidance are not supposed to be used as a recipe but just as practical directions which may improve the quality of the mentoring programme. Each mentoring coordinator should use his/her own expertise and knowledge in order to find the right approach towards each mentoring couple.

I. Introduction

Mentorship is a vital component of professional development. The best mentoring relationships have clearly defined rules of engagement. That means participants agree to a realistic schedule and, as much as possible, stick to an agenda when they meet. Participants will determine ahead of time:

- How they will meet, whether in person, by phone, or through video conference.
- How often they will meet, i.e. once a week, once a month, once a quarter.
- How long meetings (and, for that matter, the mentoring relationship itself) will last.
- And what are the goals, and what will be discussed.

Also, it's important to set expectations upfront at the beginning of the relationship. Both mentor and mentee should be frank about what they expect, what they can offer and what they need.

As with any relationship, both parties have responsibilities they must shoulder to ensure the relationship thrives. Mentors must refrain from giving all the answers, and mentees must be able to take direction.

Youth peer mentoring is the process of matching peer mentors (selected among the same age of their mentee) with young people with disabilities (YwD) who need to gain real work experience. This special and novel form of mentoring is providing a role model that can serve as a good practice example by the mentee. This goal can be accomplished through structured non-formal communication, mentoring which MyPeerMentor Project intends to implement - a mobile application for peer mentoring implementation for Android device. In this setting, a young peer mentor (trained by youth workers) meets the youth with disability at educational environment to ensure transition to workplace. This will be a one-on-one peer support including virtual sessions which will capture the difficulties for those with mobility impairments which are disabled by the chances to move due to inaccessibility of the environment (as Eurostat stated above).

One-to-one peer mentoring by its nature is a career oriented mentoring, when the focus is to encourage future success of the individual by bringing in successful work environment. There the youth with disability is able to build self-confidence and social skills while also learning work habits, team work and communication with colleagues as well as gaining professional competencies.

Mentoring has demonstrated its efficiency in improving the employability and the key work skills and competencies of YwD.

Furthermore, some of the normal features of mentoring can be listed as follows:

- It is a relationship involving regular online or on-side meetings between the mentor and mentee, although the frequency and duration of the meetings can vary considerably.
- Mentoring is a mechanism for sharing experience between two parties – a two-way street – with benefits for both players.
- It is voluntary and informal. The process is not compulsory and highly regulated.
- It is an organised relationship: partners are carefully recruited, rather than meeting by chance.
- There is a coordinator who takes the lead role in matching partners (mentor and mentee) and provides other support training and services.
- It is governed by an explicit agreement between partners – although the content of this may change over the course of the relationship.
- In some cases there could be a large age discrepancy between mentors and mentees. In that case this could be an intergenerational approach (proposing to build communication bridges between generations), where there is no dependency between experience, skills and knowledge.
- Mentoring is time limited and confidential between the parties.
- Each partner must agree to the choice of the other and both must have the option to withdraw if the relationship fails to work.
- It must serve mentee‘s needs and these must be properly identified, not simply taken-for-granted.
- It is a learning process – beyond planed issues, mentors and mentees learn about themselves, about each other, and about relationships.
- It is about sharing power, knowledge, social and professional experience even if the parties normally differ in status.

Following aims have been set within the MyPeerMentor project:

- To create a mentoring scheme targeted to people (youth) with disabilities in order to increase their employability;
- To provide YwD with soft skills, digital competence, key work competencies training, work experience and self-confidence;
- To develop and pilot supporting materials for YwD (mentees);

- To develop and pilot training materials for employers and freelancers (mentors);
- To improve awareness towards YwD' abilities, needs and capacities at the workplace;
- To develop training materials;
- To provide fully accessible and widely available, free-of-charge, through the Internet, secure environment for online communication i.e. mobile learning.

Description of the target groups

Important tendency, marked in various reports of EU27, which led to the establishment of the project, is that by 2050 the number of physically disabled adults in Europe will have doubled to 40% of the total population or 60% of the age of youth (16-29) population.

The UN Convention on the Rights of People with Disabilities (UNCRPD) recognizes in Article 27 "the right of persons with disabilities to work, on an equal basis with others; this includes the right to the opportunity to gain a living by work freely chosen or accepted in a labour market and work environment that is open, inclusive and accessible to persons with disabilities".

Disability statistics collected by Eurostat[1] are showing the following common gap on EU level in terms of provision of guidance services towards successful employment of youth with disabilities (aged 16-29):

- behaviour of the colleagues and environmental factors
- long standing health conditions which are not allowing to work
- lack of suitable job opportunities - 30% average for Europe (higher for countries like Romania, Bulgaria and Turkey)
- lack of experience (lack of internship, mentoring initiatives or any kind of gained work experience)
- lack of flexibility of the employers and the work conditions

Based on above EU-wide report it is evident that the biggest LACK/GAP of non-formal work experience actions are in Turkey, Bulgaria and Romania.

Target groups

Youth mentors, youth workers, youth career counsellors (even on non-formal base at NGOs and students' councils).

1 http://ec.europa.eu/eurostat/statistics-explained/index.php/Disability_statistics

Beneficiaries from the services

Youth with disabilities (aged 16-29), families of people with disabilities, non-formal settlements of people with disabilities, education institutions (secondary, tertiary and VET levels).

Youth peer mentoring is the process of matching peer mentors (selected among the same age of their mentee) with young people with disabilities (YwD) who need to gain real work experience. This special and novel form of mentoring is providing a role model that can serve as a good practice example by the mentee. This goal can be accomplished through structured non-formal communication, mentoring which MyPeerMentor Project intends to implement - a mobile application for peer mentoring implementation for Android device. In this setting, a young peer mentor (trained by youth workers) meets the youth with disability at educational environment to ensure transition to workplace. This will be a one-on-one peer support including virtual sessions which will capture the difficulties for those with mobility impairments which are disabled by the chances to move due to inaccessibility of the environment.

One-to-one peer mentoring by its nature is a career oriented mentoring, when the focus is to encourage future success of the individual by bringing in successful work environment. There the youth with disability is able to build self-confidence and social skills while also learning work habits, team work and communication with colleagues as well as gaining professional competencies.

Objectives

- Developing novel youth peer mentoring pedagogy which will be used by youth workers to train youth peer mentors to support YwD,
- Developing training tools for youth mentors and youth mentees with disabilities,
- Developing a mobile app for implementation of distance guidance,
- Provision of innovative type of guidance matching the knowledge and understanding during the mentoring process of youth with disabilities and their peer mentors guidance,
- Strengthening collaboration among youth organisations, local authorities, chambers of commerce, universities, NGOs and SMEs and organizations devoted to support employment of youth with disabilities,

- Fighting against social isolation and stigmatization towards YwD,
- To open new horizons for the efficient use of free time of youth. Tips “How to act with people with disabilities”.

Some of the distinctive features of youth mentoring are:

- It is a relationship involving regular meetings between the youth peer mentor and mentee, although the frequency and duration of the meetings can vary considerably.
- Mentoring is a mechanism for sharing experience between two parties – a two-way street – with benefits for both players.
- It is voluntary and informal. The process is not compulsory and is not highly regulated.
- It is an organised relationship: partners are carefully recruited, rather than meeting by chance.
- There is a coordinator who takes the lead role in matching partners and provides other support training and services.
- It is governed by an explicit agreement – although the content of this may change over the course of the relationship.
- It is time limited and confidential between the parties.
- Each partner must agree to the choice of the other and both must have the option to withdraw if the relationship fails to work.
- It must serve the needs of the youth peer mentor and mentee, and these needs must be properly identified, while not being simply taken-for-granted.
- It is a learning process – beyond planed issues youth peer mentors and mentees learn about themselves, about each other, and about relationships.
- It is about sharing knowledge, social contacts and experiences, good and bad.

Participants

Main participants of the project are divided into various groups depending on the main stages of the project:

a) <u>Involvement during development:</u>

- *Project partners;* minimum 5 experts per partners involved into the development of intellectual outputs
- *Partners network;* minimum 20 experts involved as members of National advisory boards in partners' countries

- *Project target;* groups involved as members of National advisory boards (NAB) in partners' countries and in focus groups workshops:
  - minimum 20 youth workers per country
  - minimum 20 youth (i.e. students) that will become youth peer mentors
  - minimum 20 youth with disabilities which are interested in career realisation
  - minimum 20 youth actions coordinators that would like to implement the peer support approach
- *Project beneficiaries;* minimum 20 youth with disabilities as members of NAB
- *Policy makers in the youth area;* minimum 5 per partner as members of NAB - they will ensure that the project intellectual outputs are in coherence with the current youth policies of the government from one hand and will support the sustainability and exploitation of the project results.
- *Families of youth with disabilities;* minimum 20 parents of youth with disabilities will be involved as NAB members in order to strengthen the empowerment of their children with disabilities. Some of those parents are also members of Parents' associations where the project results could be used.

b) <u>Involvement during implementation</u>

- *Youth peer students and youth workers;* who will work as "young mentors" in the project piloting phase.
  - Each partner organisation will select youth workers who will get peer mentoring training to strengthen their personal skills in order to enhance and facilitate the non-formal education and peer mentoring of youth with disabilities in areas such as active citizenship, entrepreneurship, empowerment, social inclusion, equal opportunities and managing transition to the labour market.
  - Total numbers this target group is min. 140 young people (20 for each partner).
- *Youth with disabilities (students)*;

- Each partner organisation will organize peer mentoring for 15 youth on operational and multidisciplinary non-formal education and training programme via peer mentoring to promote them for active participation to social life and labour market.
- Total numbers this target group is min. 105 young people (15 for each partner).

o *NGOs, social and career services providers;*

- Each partner's organisation will involve in the piloting staff members of NGOs, career youth guidance providers and social workers who are interested to implement youth peer mentoring in their settlements.
- Total number of this target group is planned to be min 120 staff members of above mentioned organisations.

o *Staff members at partners' organisations;* or umbrella organisations that they participated as members.

- As clarified, one of the project's major results is the strengthening the capacity of the project partners by developing common youth educative materials (customised and culturally adopted per country).
- Total number of this target group per partner is 10. Some of the partners are members of umbrella youth organisations where minimum 5 members will be targeted.

II. Soft skills (Interpersonal Skills)

In the competitive youth labour market, it is not easy to stand out from the crowd for getting the job. Technical, vocational, and academic skills are not always enough to ensure success for youth while entering the workforce. These kinds of skills should be complemented by soft skills for getting the job and developing the career of youth. Interacting with customers, working as a team member, professional action etc. can be considered as some of the expected outcomes of soft skills (Interpersonal Skills).

Proficiency in a foreign language, a degree or certificate, machine operation, computer programming are such examples of hard skills. But, when we talk about soft skills, we refer to the cluster of personality traits, social graces, and facility

with language, personal habits, friendliness, and optimism that mark people to varying degrees. Soft skills can be categorized as following:

Personal Qualities	Soft skills (Interpersonal Skills)
Self-esteem	Participating as a member of a team
Sociability	“Teaching” others
Self-management	Exercising leadership
Integrity/honesty	Engage in inclusive communication with peers
	Problem solving-decision making

1. Personal Qualities

1.1. Self-esteem

Self-esteem is our thought, feelings and opinions about ourselves. It refers to the belief and confidence in our own ability and value. It is changeable and depends on the way we think.

Self-esteem reflects an individual's overall subjective emotional evaluation of his/her own worth. It is the decision made by an individual as an attitude towards the self. People with healthy self-esteem like themselves and value their achievements. But sometimes things can go wrong and we can think negatively about ourselves.

Low self-esteem is having a generally negative overall opinion of oneself, judging or evaluating oneself negatively, and placing a general negative value on oneself as a person. A low self-esteem can reduce the quality of a person’s life in many different ways, including:

- Negative feelings,
- Relationship problems,
- Fear of trying,
- Perfectionism,
- Fear of judgment,
- Low resilience,
- Lack of self-care,
- Self-harming behaviours.

Changing the way of thinking can change the way we feel about ourselves. There are some suggestions listed below about how to build self-esteem:

- Manage your inner critic and talk to yourself positively,

- Focus on what goes well for you and challenge negative ‘self-talk’,
- Aim for effort rather than perfection,
- View mistakes as learning opportunities,
- Edit thoughts that get you feeling inferior,
- Remind yourself that everyone excels at different things and don’t compare yourself to others,
- Appreciate your special qualities, try new things, and give yourself credit,
- Recognize what you can change and what you can't,
- Set goals,
- Take pride in your opinions and ideas,
- Accept compliments,
- Make a contribution,
- Stop worrying,
- Exercise,
- Relax and have fun,
- Be assertive.

1.2. Sociability

“It does not matter what you know, it does matter who you know.”

This well-known expression can be considered as a basis for understanding the importance of sociability for career development. Sociability can play an important role in the development and maintenance of social networks, intimate relationships, and social supports.

In general, sociability is to get along well with others. In the context of youth’s career development, sociability is to talk with friends, family members, and acquaintances about their goals, interests, dreams etc. It is relevant to an individual’s quality of life, wellbeing and ability to participate in their community. Also, it is an easier way to learn about new job opportunities through a social network.

In general, a sociable person:

- Is knowledgeable on a wide range of topics,
- Finds pleasure in meeting new people,
- Does not suffer from shyness,
- Connects easily with other people.

The social constructs of sociability are listed below:

- Social cognition,
- Social competence,
- Social skills,
- Social behaviour.

Sociability can be developed through some activities:

- Go to promotions, receptions, anniversaries or other social gatherings,
- Try and observe other people's natural ways of communicating; see if there is anything you could copy from them,
- Adjust your use of language and pace of speech to the person you talk to,
- Focus your attention on the other person's words and body language.

In today's world, the youth is more likely to use internet and social media channels to socialize. Being in these channels will make contributions in expanding network, finding contacts and meeting with new people etc.

1.3. Self-management

A person who has high self-management skills will also have the ability to delay gratification, control impulses, direct and focus attention, manage emotions, and regulate behaviours.

Someone, who has a high proficiency in self-management, can be able to focus on tasks and manage his/her behaviour despite distractions or incentives to do otherwise. Self- management is foundational to social skills, communication, being hardworking and dependable, teamwork, leadership, problem solving, critical thinking, and decision-making.

There are three skills to be developed at the core of self-management:

- Learning to manage your commitments and time,
- Cultivating the motivation and capability to learn new things on your own in support of your work,
- Building and nurturing your personal network.

1.4. Integrity/honesty

Having honesty and integrity in the workplace is one of the most important qualities of great leadership in business and both are key elements in trust development.

Integrity means doing the right thing because it is the right thing to do even it results in an unwanted way. Integrity can also be defined as strict adherence to a moral code, reflected in transparent honesty and complete harmony in what one thinks, says, and does.

To be honest is to be real, genuine, authentic, and bona fide. Being honest means choosing not to lie, steal, cheat, or deceive in any way. Honesty expresses both self-respect and respect for others. Honesty imbues lives with openness, reliability, and candour; it expresses a disposition to live in the light.

Here are some key actions for youth to incorporate honesty and integrity into workplace:

- Keep your word,
- Keep your commitments,
- Pay attention to your environment,
- Stay focused,
- Surround yourself with honest people,
- Take responsibility,
- Respect yourself and others.

2. Interpersonal Skills

2.1. Participating as a member of a team

In today's world, one of the key skills that employers look for is teamwork. In general, team refers to a group of people working together in to complete a task, job, project or a common goal. Teams work in an organization to improve quality, complete projects and change processes. A team must have some components to ensure the success of the project or objective.

- Communication,
- Goals,
- Leadership,
- Performance Review.

Team members should provide a full set of complementary skills required for achievement. Things go through cooperation and collaboration with other team members. To provide a balance between team members, authority and responsibility should be shared between them. Also, accountable and transparent

actions of team members will allow monitoring and evaluating the team performance. A good team member should have these skills listed below:

- Communication,
- Conflict Management,
- Listening,
- Reliable,
- Respectful.

A successful team for youth is one where everyone's unique skills and strengths help the team achieve a shared goal in the most effective way. Teams can be formed anywhere, anytime if the task is difficult and complicated. There are various types of teams that can youth participate to overcome any issue:

- Project teams,
- Operational teams,
- Self-Managed teams,
- Communities of practice,
- Virtual teams.

2.2. "Teaching" others

Docendo discimus – "by teaching, we learn"
(Seneca, the Roman philosopher)

It is known that the best way to understand a concept is to explain it to someone else.

Teaching others will allow you to impart your expertise and knowledge. Here's what you might gain in the process:

- Deeper understanding of the subject material or a new insight for applying it to your life,
- An opportunity to increase your observation and interpersonal skills,
- Insight into presentation methods that work best at attracting and maintaining your student's attention and concentration,
- Understanding of different learning and communication styles, along with insights on adapting your message to reach different audiences better,
- Improved cultural awareness when teaching someone whose background is different than yours.

Teaching others provides some benefits such as:

- You can recall better,
- You learn by verbalizing,
- You organize your thoughts,
- It makes you feel better.

2.3. Exercising leadership

Leadership is the process of influencing and supporting others to work toward achieving objectives. It is also the ability of making sound decisions and inspiring others to perform well. A leader steps up in times of crisis, and is able to think and act creatively in difficult situations. Effective leaders are able to set and achieve challenging goals, to take swift and decisive action even in difficult situations, to outperform their competition, to take calculated risks and to persevere in the face of failure. Strong communication skills, self- confidence, the ability to manage others and a willingness to embrace change also characterize good leaders.
Youth leadership is part of the youth development process and supports the young person in developing:

- The ability to analyse his or her own strengths and weaknesses, set personal and vocational goals, and have the self-esteem, confidence, motivation, and abilities to carry them out (including the ability to establish support networks in order to fully participate in community life and effect positive social change); and
- The ability to guide or direct others on a course of action, influence the opinions and behaviours of others, and serve as a role model (Wehmeyer, Agran, & Hughes, 1998).

Youth leadership skills help you to make more effective decisions, focus on your personal vision and progress towards achieving goals. Also, different leadership styles can be used at different times in different situations, some character traits are important for all leaders. Generally, the main characteristics of a youth leader can be listed as:

- Self- awareness - understanding your own strengths and weaknesses,
- Decisiveness - the ability to make decisions quickly,
- Fairness - treating others equally,
- Enthusiasm - motivating a team with a positive attitude,
- Integrity - earning the respect of your team,

- Knowledge - keeping abreast of the facts and figures,
- Creativity and imagination - coming up with new and innovative ideas,
- Persistence - persevering when things go wrong.

The key actions required for youth leadership are:

- Building trust,
- Demonstrating courage,
- Challenging,
- Providing focus,
- Communicating effectively.

As a youth leader, you are likely to need some key skills. You may not have all of these skills right now, but if you are aware of your own strengths and weaknesses you can take steps to develop the skills you don't have:

- Motivation,
- Communication,
- Active listening,
- Body language awareness,
- Learning,
- Analytical skills,
- Adaptability,

Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. There are many ways to lead and every leader has his/her own style. Rather, different styles were needed for different situations and each leader needed to know when to exhibit a particular approach:

- The pacesetting leadership,
- The authoritative leadership,
- The affiliated leadership,
- The coaching leadership,
- The coercive leadership,
- The democratic leadership.

A successful youth leader can be a motivator and should:

- Energize his/her team,
- Believe that there’s more to life than work,
- Put his/her people first,

- Act with integrity,
- Be a great communicator,
- Be a great listener,
- Be a problem solver,
- Lead through experience and competence, not through title or position.

2.4. Engage in inclusive communication with peers

Communication is in the nature of any human being. It refers to the act of transferring any information, ideas, emotions or feelings from one to another. The sender starts this process by converting his/her thoughts, feelings, knowledge etc. into an oral, non-verbal or written form (message) and transfers it via telephone, (e)mail, social media, radio or TV (channels) to the other side (receiver). The receiver reads, sees or hears (encodes) the message and replies back (feedback). Effective communication contributes to the successful provision of services but it is also a source of adequate personal self-confidence. It also contributes to the development of other soft skills, like social skills. For better communication experiences, youth should consider to:

- Read with understanding,
- Convey ideas in writing,
- Speak so others can understand,
- Listen actively,
- Observe critically.

There are different types of communication, and include:

- *Oral* – by sounds, language, and tone of voice,
- *Written* – by newspapers, journals, emails, social media, and text messages,
- *Non-verbal* – by body language, facial expressions, and gesture,
- *Visual* – by signs, symbols, and pictures,
- Listening skills.

It is important to respect YwD and empathize yourself with him/her. Also, being aware of disability etiquettes as well as active listening can provide a more fruitful communication process. While communicating with a YwD, you should follow a different strategy for each kind of disabilities.

- For youth with visual impairment, use voice and braille alphabet,

- For youth with hearing impairments, make speech with or without a hearing aid, enable him/her to do lip-reading, use sign language and also use written communication alternatives,
- For youth with speech impairments can use communication methods such as body language, sign language and gestural strategies,
- For people with learning difficulties, make speech and use short and clear sentences. Repetition may be important to help people remember what is being said.

Please also bear in mind some hints when communicating with YwD:

- Shake hands,
- Identify yourself,
- Speaking in group,
- Listen for clarifications,
- Treat adults as adults,
- Listen carefully,
- Be patient,
- Ask short questions,
- Repetition,
- Eye level,
- Look directly,
- Lip read,
- Common expressions.

In today's world, youth is likely to connect via internet and mobile technologies. Using social media channels such as Facebook, Instagram, LinkedIn etc. or applications such as WhatsApp, Viber, etc. and connecting them with video calls, text messages, and voice calls via mobile devices may support better communication options for YwD.

2.4.1. Inclusive communication

Inclusive Communication refers to an approach that seeks to create a supportive and effective communication environment, using every available means of communication to understand and be understood. It makes most of the services more accessible for anyone. Also, it supports the achievement of successful

outcomes not only for individuals but also a wider community, and enables more independently living opportunities and active participation in public life for the disadvantaged groups. This approach supports the use of:

- Speech - should be simple clear and at the appropriate level for the person's understanding,
- Body Language - should support and match the spoken word,
- Gestures - should support and match the spoken word,
- Signing - should be at the same time as speaking and in the same word order,
- Pictures, photos, graphics and symbols should support both the spoken and written word,
- Objects that can be used to stand for people, locations or activities,
- Interactive approaches for those with profound learning disabilities and communication needs.

An environment that provides all these types of communication will help everyone to communicate better whatever their individual need is. Strong communication skills will equally benefit YwD in the long term in entering the workforce and develop their own career.

2.5. Problem Solving and Decision-Making

YwD faces many problems from smallest to a bigger one in their life and has to handle with them. A problem can arise anywhere, anytime and YwD should not be able to overcome these issues. A problem refers to a situation that disturbs an individual or when there are obstacles in achieving the successful completion of a task, job, project or a common goal. When it is YwD, a common problem can be physical environment that is not accessible in daily life, or negative attitudes of people towards YwD. When youth faces problems, it will be good for them to:

- Listen and think calmly,
- Respect other people’s opinions and needs, and consider options,
- Find constructive solutions, and sometimes work towards compromises.

By talking, most of the problems can be solved. Good communication skills also contribute to the problem solving process. But, for some kind of complex problems, talking is not enough. It is not easy for youth to find solutions to complex problems. Problem solving is the ability to find a solution to a problem, crisis or a

conflict. When faced with a problem, it will be beneficial to follow six steps that will help youth to overcome any problems:

- Identify the problem and think about “Why it’s a problem?”,
- Structure the problem and divide into small pieces,
    - Chain Diagrams, Flow Charts, Tree Diagrams, Listing
- Look for possible alternatives and solutions, identify the pros and cons of each solution,
    - Brainstorming, Critical thinking, Considering different views, Questioning assumptions
- Make a decision and choose the best alternative,
    - This stage involves careful analysis and evaluation of the different possible information, solutions, risks, options and then making a decision by selecting the best solution for implementation,
- Implement your decision and take action to address the problem,
- Monitoring/Seeking feedback.

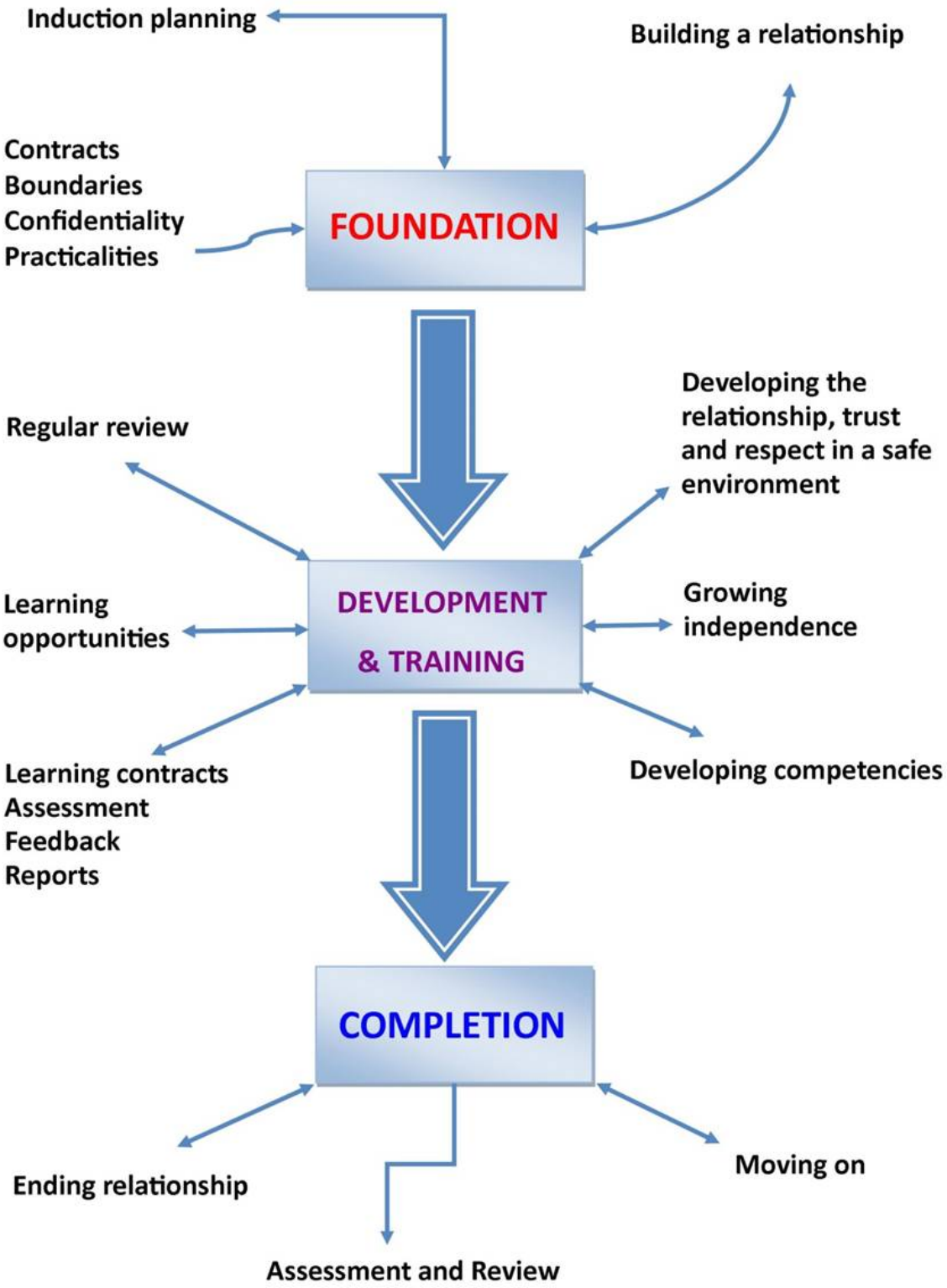
III. Mentoring

As a process based on mutual trust, reliability and respect the mentoring framework is divided into three phases: initiation, development/working and termination.

These phases can be described briefly as follows:

- **Phase - 1 (Foundation):** This describes the time when the youth peer mentor and mentee set up their relationship, as well as establish contracts, ground rules and boundaries that will “govern” the youth peer mentor-mentee relationship.
- **Phase – 2 (Development and Training):** This phase describes the process of training, review and feedback.
- **Phase – 3 (Completion Phase):** It is the stage when the termination and assessment of the process should take place. As the couple reaches the end of the mentoring programme, the youth peer mentor and mentee will be preparing for the transition and ending of the relationship. The aim of the assessment of the process is to check if the goals and tasks set by the couple at the beginning of the process were successfully achieved.

Remember that these stages are not clear-cut. They frequently overlap, and the couple may even find themselves returning to an earlier phase. This is all part of the ordinary development of the relationship.


Induction planning
Building a relationship
Contracts
Boundaries
Confidentiality
Practicalities
FOUNDATION
Regular review
Developing the relationship, trust and respect in a safe environment
Learning opportunities
DEVELOPMENT & TRAINING
Growing independence
Learning contracts
Assessment
Feedback
Reports
Developing competencies
COMPLETION
Ending relationship
Moving on
Assessment and Review

a. Why choose youth peer mentoring?

The MyPeerMentor project is addressing two important youth priorities:

YOUTH: Promoting quality youth work.
By introducing policies and framework that develop youth peer mentoring programme to youth with disabilities and changing the attitudes of youth workers who wish to be young mentors, the MyPeerMentor Project will help to relieve the community of a social burden. On the one hand the MyPeerMentor Project enhances the capacity building of youth workers and the quality in youth work in particular by developing an effective youth peer mentoring approach to support the career perspectives of marginalised youth people on the labour market - youth with disabilities. From other hand MyPeerMentor Project is fostering the labour market inclusion and the employability of young people with fewer opportunities giving particular emphases on the transition from education to the labour market. The unique part of the youth peer mentoring is that the youth with disability will be guided by his/her youth peer (youth worker or another student engaged in the student/youth council at the universities, colleges etc.) which will be based on mutual trust, empathy, better communication and support of social inclusion between peers (with and without disabilities) and the society.
Another important part of the MyPeerMentor Project which is stimulating the cross-border quality of youth work is the planned learning/training activity - blended study visits are planned two times for the project duration in connection with the production of concrete project intellectual outputs. Each participant (from youth workers) will be selected based on predefined criteria by each partners' organisation. Youth workers who will get trainings to be young mentors is expected also to share their experience during the pilot trainings phase of the project. Those actions will strengthen quality through mobility and cross-border cooperation. During those short terms training will strengthen participant's self-confidence and promoting their personal fulfilment will be gained by helping them to develop social and cultural competencies.

YOUTH: Promoting empowerment

This project is strengthening the cross sectorial cooperation and synergies between the world of education (by involving 2 universities, 1 educational directorate), a governmental body which is policy maker as well (Ministry of Labour and Social Security i.e., CASGEM) and employment (1 counselling body) supported by the non-governmental sector (1 NGO) and national youth council. During the project we will implement mentoring activities supported by young mentors to young people with disabilities who will gain information of employment, strengthen their team building skills, sense of entrepreneurship and experience of the social life. The empowerment is also in the direction that giving physically disabled young people a fair chance on employment will make them less dependent and boosts their self-esteem and self-confidence. Instead of marginalizing a large group of people and ignoring their potential, the project partners will increase level of integration of disadvantaged from the labour market youth into society. By this way promoting empowerment, participation and the active citizenship of young people will be gained during the project.

Pilot youth peer mentoring will not only have confined to education centre classrooms. We will train youth with disabilities also on site and support their personal development with peer mentoring by their youth workers. This will allow us to train multiple participants cost-effectively since travel time and expense is minimized and obtain customized training manuals that serve as excellent reference material.
MyPeerMentor Project is addressing also the following horizontal and EU priority:

HORIZONTAL: Open and innovative practices in a digital era
In addition by the development of a mobile youth peer mentoring application to facilitate distance mentoring guidance for youth with disabilities called "MYPEERMENTOR" the project is supporting e-participation (through the use of online information and internet-based technology) of the youth (with and without disabilities) which will enhance their active citizenship, social participation of all young people on local, regional, national, European and global level.

EU Youth Policy:
By the proposed novel youth peer mentoring methodology, tools and app MyPeerMentor Project is supporting the priorities of Council Resolution on a renewed framework for European cooperation in the youth field (2010-2018) - EU

Youth Strategy and specifically the policy recommendations of the latest EU Youth report.

b. Why choose youth peer mentoring via mobile app?

As a novel result is the use of new technology like Information and Communication Technology (ICT) in the training of young people, namely a novel mobile learning as an approach of youth cooperation, which content is a very powerful base for maximum impact and long-term continuity. The project will develop intellectual outputs in a mobile-based format for youth mentors which will allow permanently updating of the training materials content and maximum adaptation and accessibility both to various types of young people with disabilities and those located in remote and environmentally inaccessible places. The combination of new technology and conventional communication is vital to meet the needs of different user groups. The use of electronic formats will also enhance the accessibility of its outputs, for example to those with visual impairments; the use of ICT is growing fast in all partner countries and it is vital that disabled youth are not excluded from these essential job-related technologies.

An Android based accessible mobile application will allow distance youth peer mentoring communication in a safe environment which is especially needed for youth with mobility and visual impairments who cannot travel easy due to inaccessibility of the environment and transport. The mobile application will also directly connect to the Android accessibility API - Application Programing Interface (i.e., Android 7.0 Nougat) to ensure people with different disabilities can all interact with the mobile application, using the supported Android assistive technologies. By using Google’s Talkback and other Android screen readers, as well as other accessible & personalised features of the Android Smartphone and Tab (tablet), we will be able to adjust the educational content accordingly, manifesting a good example of accessible mobile training, taking in consideration the educational needs and limitations of the learner as well.

This mobile application, running on the Android Operating System, will be based on self-learning and informal peer learning (feedback from beneficiaries). Both of them are important ways of developing e-skills and digital competences by youth involved in the youth peer mentoring process.

c. What are the results expected?

The expected results of the project will become common youth peer mentoring methodology and learning materials supported by ICT for participating countries. Through the analysis and provision of input based on the experiences of each partner, stakeholders and beneficiaries will have access to the procedures which will become a good practice (including its European spread by the organisation of blended youth learning mobilities of 24 youth mentors).

Another result is the strengthening of partners organisations in terms of development of innovative intellectual outputs will be directly exploited by the participating partners which will further improved their capacity, the competencies of their staff and the quality of the youth work activities that they provide on a daily base.

The guide for peer mentoring implementation will set up the piloting with the youth workers who wish to train or to become young mentors. During the piloting, participants will gain knowledge of their chosen career area, information and contacts, resulting in improved skills, self-esteem and increased employability by the peer mentoring method. The non-formal education on the area of peer mentoring will be conducted through new elaborated methods and forms (see IO1 and 2), utilization of unconventional communication system (mobile learning support IO3 and 4) and they will be adapted to the specificities of various types and levels of disabilities.

Another result of the project is contributing to resolve an existing problem by novel peer support though mentoring. This contributes to the strengthening the cooperation between universities, NGOs, training, social and economic sectors.

An important result of the project is that it supports the qualification, continuing qualification and pre-qualification of youth workers and youth mentors especially those at informal are such as NGOs, social service providers etc. with a direct impact on the recognition of the dynamics of the employment of youth with disabilities.

On its completion the project aims:

- to cover the lack of existence of youth peer mentoring courses for youth workers who wish to be young mentors,
- to support acquisition of key and transversal competencies by the support of youth mentors and workers of beneficiaries with disabilities,
- to confirm the usefulness and impact of all project intellectual outputs with at least 140 youths and minimum of 30 stakeholders organisations in Europe,
- to promote employability of youth with disabilities,
- to strengthen dissemination/exploitation networks of key stakeholders in the youth area,
- to inform policy makers about the new methods that support the youth work via peer support mentoring,
- to run a plethora of workshops in each partner country to gather and utilise youth experts' input from each stakeholder to inform product content, quality, attractiveness and to increase project impact, exploitation and sustainability potential,
- to foster social cohesion and social inclusion to develop solidarity by youth activities which will increase peoples' tolerance towards disadvantaged groups in society and help reduce stigma, prejudice and unemployment of youth with disabilities,
- to increase the level of Corporate Social Responsibility where both the private and public sector can play an important role in promoting youth activities via mentoring and internship,
- to support the priorities of Council Resolution on a renewed framework for European cooperation in the youth field (2010-2018) - EU Youth Strategy and specifically the policy recommendations of the EU Youth report.

d. Recruitment

An active recruitment campaign is almost always necessary for a successful mentoring programme. Even if the objectives promoted by the project are valuable, people won't join if they don't know about it. Once the scheme is established they may come to know it by its reputation, but not at the start.
You as a coordinator must ensure that you have all the basic information you need about recruits. Therefore, a simple ***Application Form*** is essential (see Annex I. APPLICATION FORM – YOUTH PEER MENTORS, and Annex II. APPLICATION FORM –

MENTEES). A long form may deter good participants, but you must have enough material to judge the suitability of applicants.

Successful marketing techniques for mentoring programmes have included:

- Posters, leaflets and flyers,
- Targeted e-mail shots,
- Presentations to invited audiences,
- Testimonials and case studies from previous successfully held mentoring schemes,
- Inclusion on websites,
- Promotion through social media (Facebook, Twitter, LinkedIn and other relevant web platforms),
- Announcements through mass media (radio, TV, web media etc.).

You will find it useful to work through contact networks, such as local youth organisations, volunteer groups and organisations of YwD, unions of youth with and without disabilities, NGOs providing services to youth, educational institutions, and other you may find appropriate. Face-to-face recruitment and the word-of-mouth of well-disposed intermediaries can be very valuable.

As a reminder, in the context of the MyPeerMentor project, we use following target group overview:

- Direct target groups:
    - Youth with disabilities,
    - Youth peer students,
    - Youth workers who will work as "young youth peer mentors”,
    - NGOs, social and career services providers.
- Beneficiaries:
    - Ministry of Youth,
    - Ministry of Education,
    - National education authorities,
    - Education authorities,
    - Youth training centres.

Always remember the risks that can be associated with recruitment and mentoring. Remember that you as a coordinator will need to recruit more participants than may seem to be required: some will drop out, others will prove impossible to match and some will prove to be inappropriate for mentoring. The timing of recruitment is important – there is little point in trying to recruit participants, in the middle of summer vacation periods. Also, it is very important not to leave more than a short gap between recruitment and the start of the mentoring period; otherwise there will be a danger of potential loss of concentration and motivation.

e. Youth peer mentor's roles and skills

Following are the youth peer mentor's roles and skills:

- As a team, of great importance for their future work would be if the youth peer mentor and the mentee get to know each other with the purpose of establishing a stable relationship of mutual respect and trust,
- One of their main duties is to assist in the preparation and implementation of a really achievable plan for objectives and tasks carried out by the mentees, as well as in the assessment of this plan,
- The youth peer mentor must inform and communicate with the mentees about their personal expectations and goals,
- The youth peer mentor must maintain regular contacts with the mentee to provide guidance,
- The youth peer mentor must provide feedback on the implementation of the tasks to the National Coordinator.

Youth peer mentors are expected to:

- Have good interpersonal and supportive skills,
- Be good listeners,
- Have good communication skills,
- Be able to share their experience – capable of applying the theory into practice,
- Show enthusiasm and responsibility during their involvement in the programme,
- Be creative and positively predisposed, and not only instruct the mentees what they should do, because this is not what the project aims at; the youth

peer mentor should play a consulting role rather than an authoritarian one: i.e. provide guidance and directions,

- Ensure and maintain a suitable atmosphere, where mutual partnership between youth peer mentor and mentees is developed; be able to exchange information; strive for partnership that would bring benefits and change to each one of them,
- Predispose and persuade the mentees, so that they show their full potential in the implementation of their everyday tasks,
- Be tactful,
- Be well organized, having good skills for time allocation,
- Encourage people to decide:
    - Where and when they will meet,
    - How long these meetings will last,
    - What they will talk about,
    - How they will do it (in what format).

Youth peer mentors can play a wide range of roles. Some of the most common are:

- Networker-helping someone develop the connections they need to gain experience, get a job and so on,
- Facilitator-opening doors and opportunities, helping to set and achieve goals,
- Critical friend-telling someone the uncomfortable truths that only a true friend can,
- Sounding board-giving someone the chance to try out ideas and approaches in a safe environment,
- Role model-providing an example, from which someone else can learn.

After the completion of the programme the youth peer mentor will have enhanced him/herself in terms of:

- Enhancing their communication skills,
- Widening their understanding of other people,
- Finding an opportunity to reflect of their own experiences and perceptions,
- Increasing their social contacts,
- Experiencing professional growth and job satisfaction,
- Sharing his/her skills and experience with other people–he/she would be glad to note his/her contribution to the independence of the mentee,

- Raising motivation and satisfaction with work,
- Proving the opportunity to him/her for the development of management skills,
- Having new perspectives for personal realisation,
- Behaving potentially as a supporter for change and expand the contribution to his/her organisation,
- Building further confidence and personal development,
- Developing skills for understanding others, getting acquainted with their cultures, etc.

f. Criteria for selecting youth peer mentors

There has to be relevant skill as:

- The youth peer mentor must have relevant experience,
- He/she must understand that the role is advisory; an authoritarian style is not acceptable,
- He/she must show a firm commitment to training and development,
- He/she must have good communication and listening skills,
- He/she must be able to demonstrate a commitment to equal opportunities, especially if mentoring disadvantaged people,
- He/she must be able to commit for the complete duration of the mentoring programme.
- He/she must be without prejudice.
- He/she must be open for new ideas.

g. Management of expectations

Nature of expectations:

- Realistic and correct expectations are the key to success of a mentoring programme. The mentoring coordinator should play a significant role in identifying and managing of youth peer mentors and mentees' expectations.

Inadequate expectations of the **youth peer mentors**:

- The youth peer mentor may expect the mentee to do exactly what she/he said,

- The youth peer mentor may expect to make all decisions about the time and the place for mentoring sessions,
- The youth peer mentor may expect that s/he should be personally responsible for the development of the action plan without taking into consideration the mentees' suggestions,
- The youth peer mentor may expect remuneration for his/her efforts,
- The youth peer mentor may feel like responsible to provide remunerated employment to the mentee after the end of the mentoring programme,
- If the problem occurs the youth peer mentor could expect intensive interference by mentoring coordinator instead of trying to resolve the problem within the mentoring couple.

Inadequate expectations of the **mentees**:

- The mentee could expect the youth peer mentor to make their own personal network of contacts available to them,
- The mentee could expect the youth peer mentor to tell them what to do – or, worse, to do it for them,
- The mentee may expect to make all decisions about the time and the place for mentoring sessions,
- The mentee may expect that s/he should be personally responsible for the development of the action plan without taking into consideration the youth peer mentors' suggestions,
- The mentee may expect remuneration for his/her efforts,
- The mentee may expect to rely on youth peer mentors' support at any time,
- The mentee may expect to receive more assignments and responsibilities by his/her youth peer mentor which are not preliminary included in the action plan of the couple.

If you as a mentoring coordinator are aware of youth peer mentors/mentees inadequate expectations then you will be able to recognise and easily convert the inadequate expectations into realistic ones.

Approaches for managing expectations:

There are many approaches which may help you as a mentoring coordinator to identify what are evident and hidden expectations of your youth peer mentors/mentees. Here we provide you guidance about two methods which may help you as a mentoring coordinator:

- **Expectations check lists** – this is one of less time consuming approaches through which you as a mentoring coordinator can gather reliable information about the nature of expectations of your recruited mentoring couple.

Mentees checklist

Please decide and tick three of the statement that you consider the most relevant for you:

- "I hope that my mentor will give me a paid job after the end of the mentoring programme."
- "I expect to gain professional skills and knowledge that will help me to find the desired employment after the end of the mentoring programme."
- "I believe that I could rely on my mentor at any time when I need."
- "I expect to find out what I can do best and what I can't do well enough."
- "I hope that my mentor will help me to receive a better idea about my career development."
- "I expect my mentor to keep as a secret the details of our mentoring relationship."
- "I expect my mentor or my mentoring coordinator to cover the expenses associated with the mentoring process."

Youth peer mentors checklist

Please decide and tick three of the statement that you consider the most relevant for you:

- "I expect my mentee to be as fair as possible."
- "I expect my mentee not to object me."
- "I expect to learn new things from my mentee."
- "I expect to understand more about the nature of disability and what disabled people can do at work."
- "I expect to raise my awareness towards YwD and their professional skills and abilities."
- "I expect to overcome my prejudices towards the capacity of people from disadvantaged groups.
- "I expect my mentee or the mentoring coordinator to cover the expenses associated with the mentoring process."

h. The induction trainings of youth peer mentors and mentees

Most of the skills needed by youth peer mentors and mentees are ones that have a wide application in other areas of social life: for example, for youth peer mentors the most important skills are the ability to listen and to draw out the thoughts and ideas of another person, in this case the mentee. Such skills are commonly used by many people in their day-to-day lives, but practice in them within a well-thought-out training programme will normally make a youth peer mentor far more effective. Good training underpins the success of all effective mentoring programmes.

It is important also to see all stages of induction training as steps in a single process. From the first recruitment publicity onwards, the youth peer mentor and mentee will be gaining knowledge and understanding of the nature of mentoring and each step must contribute to the overall process. You as a coordinator should consider whether, at an appropriate point in the training process, participants should be asked to sign some Agreements to explicitly confirm that they accept the overall rules of the programme, in particular about confidentiality, about monitoring and about the nature of their responsibilities (see Annex III. Youth peer mentor/Mentee Agreement; Annex IV. Action Plan for the work of the mentoring couple; Annex V. Agreement on confidentiality).

There are two main purposes for Agreements between the mentee and the youth peer mentor, and agreement about them may be reached at quite different stages of the mentoring process. So you as a coordinator should consider developing two separate Agreements. If you do, you will need to give them distinctive titles so that their different roles are made clear: perhaps ‘Agreement about procedures and roles’ and ‘Agreement about objectives and outcomes’, but maybe you can think of better, less formal, alternatives as:

- The first Agreement concerns the need to ensure that both parties understand and are committed to the basic operational rules of the mentoring programme and to the overall responsibilities of mentoring. This type of Agreement may be provided for the two parties in a standard format that identifies the key areas and provides a basic set of ground rules for all participants. Alternatively you may present a series of more general questions and allow participants to develop their own approach. The key

requirement is that the two parties must have, from the start, a clear, shared, written-down, Agreement about how they will operate.

- The second type of Agreement (sometimes called a 'Development/Action Plan') concerns the outcomes that the mentee is seeking to achieve as a result of the mentoring process. This is a vital mechanism for identifying the progress that the mentee is making and enabling the youth peer mentor to play her/his full part in the process. For obvious reasons this Agreement should be reached as early as possible during the mentoring process – but this may not always be very near the start. Sometimes the first stage of mentoring involves the development of the ability required to enable the preparation of the Agreement – many mentees will not initially have the skills of self-awareness to be able to identify their own goals and it is likely to take some time before these goals can be framed in terms of specific objectives. This Agreement is less likely to follow a standardised format. You as a coordinator may wish to set general questions, to ensure that all important issues are covered, but you must expect different participants to take somewhat different approaches.

Remember at all times that the simpler, shorter and clearer you can make the format for couple' agreements, the more effective they will be and the more likely it is that participants will follow them. The agreements can offer guidelines and suggestions – but remember also that ultimate responsibility lies with the participants and they should be allowed room to make their own detailed arrangements.

It can be helpful to encourage youth peer mentors and mentees to recognise the boundaries of their normal interaction and to understand the need for delicacy and care if either feels that they should raise issues, perhaps of a personal nature, that go beyond these limits. If you as a coordinator take this approach, you should address it specifically in the training process. The way you organise training will vary to fit the challenges of the mentoring programme: the coordinator should follow the balance between the face-to-face meeting and the online and mobile mentoring sessions that will be carried out by the mentoring couples.

In the context of the MyPeerMentor project the acceptable scheme of the meetings at least three face-to-face meetings (induction, midterm and final) and ten online

and mobile mentoring sessions spread in accordance with the preliminary agreed work plan by each couple. The blended learning approach used within the mentoring programme will guarantee that all youth peer mentors and mentees needs are satisfied. The materials used may sometimes be in hard copies, in others electronically or online.

i. Bringing the relationship to a successful end

At some stage, all mentoring relationships will run their course and come to an end, i.e. when the couples progress, achieve their goals and therefore outgrow the relationship. However, it is important to know how to end the relationship and achieve a positive outcome.

Both sides need to be willing to move on and the mentee needs to have the freedom of choice to progress and further develop their learning and skills with the assistance of other youth peer mentors or qualified tutors.

The Mentees needs to know where to turn to for help and further support when a mentoring relationship comes to an end. The youth peer mentor should be able to help and advice in identifying other sources of future support available to them, together with opportunities for further learning and development.

It may be that the relationship has been so successful that the youth peer mentor and mentee decide to continue the relationship on an informal basis or they may even re-establish a formal mentoring relationship at a later date, if this is deemed appropriate.

The mentee also needs to leave the relationship with a feeling of self-confidence and independence rather than still feeling dependent on the youth peer mentor. This should be helped by the youth peer mentor giving positive feedback to the mentee on their performance and on the benefits and successes of the relationship.

Annex I. APPLICATION FORM – YOUTH PEER MENTORS

1. **NAME:** ....

   Name *Surname*

2. **Age:** .....

3. **Sex:** ☐ Male ☐ Female

4. **Address:**

Home:
.....
.....

Telephone: .....

Email: .....

5. **Education:** .....

6. **Academic subject**: .....

7. **How long ago have you finished with your studies?**

.....

8. **What is your professional experience, if any? Please describe shortly your work experience.**

When: .....
.
Occupation: .....

When: .....
Occupation: .....

When: .....
.....
Occupation: .....
...

When: .....
.....
Occupation: .....
...

About your personal qualities, skills and interests

How would you describe yourself in terms of:

9. Skills (a brief summary of skills & experiences, giving particular attention to any areas of expertise you could share with a mentee)

10. Personal qualities

11. Interests (List any special interests, including leisure you could share with a mentee)

12. Have you ever been involved in a mentoring relationship?
If yes, please state in what capacity, youth peer mentor or mentee.

13. What do you hope to gain from being a youth peer mentor?

About your professional role

14. Please tell us about the organisation that you currently work for or are involved with in a professional capacity, if any.

15. What is your role in this organisation, if any?

16. What specific part of your work experience do you hope to share with your mentee, if any?

About your expectations and preferences for a mentee

17. What preferences for a mentee do you have which we as a Coordinators should take into account when matching you?

18. Please, indicate where did you learn from about this project?

☐ I was informed by National coordinators
☐ I learn from a colleague of mine
☐ From Mass Media
☐ Other, please specify.....

I agree to take part in the MyPeerMentor project as a youth peer mentor.
I understand my responsibilities to my mentee and to national coordinator.

Date:

Signature:

Annex II. APPLICATION FORM – MENTEES

1. **Name:** ……

Name *Surname*

2. Age: ……

3. Sex: ☐ Male ☐ Female

4. Actual address: ……

5. Email address: ……

6. Education: ……

7. Subject (Please, define your subject and if you are studying in which year are you?)

Educational institution: ……

Year of graduation: ……

8. How important is it for you to match a youth peer mentor on age base?

Please rate it from 0 to 4, as 0 – stands for “it is not important at all”, 4 – means “very important”

☐ 1 ☐ 2 ☐ 3 ☐ 4

9. How important is it for you to match you with a youth peer mentor from your sex?

Please rate it from 0 to 4, as 0 – stands for “it is not important at all”, 4 – means “very important

☐ 1 ☐ 2 ☐ 3 ☐ 4

10. How important is for you to match you with a youth peer mentor whose subject is similar to yours?

Please rate it from 0 to 4, as 0 – stands for “it is not important at all”, 4 – means “very important”

☐ 1 ☐ 2 ☐ 3 ☐ 4

11. How important is for you to link you with a youth peer mentor whose occupation is exactly to yours?

Please rate it from 0 to 4, as 0 – stands for “it is not important at all”, 4 – means “very important”

☐ 1 ☐ 2 ☐ 3 ☐ 4

12. Have you ever been mentored? If yes/no ???, please share it with us.

.....

13. Where did you learn from about this project?

- National coordinators
- Friend /Relative/ Colleague/ Co-student
- Mass media
- Other: (please specify) .....

About your personal qualities, skills and interests:

14. How would you describe yourself in terms of:

- Skills (a brief summary of skills & experiences, giving particular attention to any areas of expertise you would like to share with a youth peer mentor)

.....

- Personal qualities

.....

- Interests (List any special interests, including leisure you could share with a youth peer mentor

.....

15. What do you hope to gain from being a mentee?

About your expectations and preferences for a youth peer mentor:

16. What preferences for a youth peer mentor do you have which we should take into account when matching you?

17. Is there anything else about your experiences and youth peer mentor's geographical/environmental location that might help us match you with the best youth peer mentor?

I agree to take part in the MyPeerMentor project as a mentee. I understand my responsibilities to my youth peer mentor and to national coordinator.

Date:

Signature:

Annex III. Youth peer mentor/Mentee Agreement

Youth peer mentor

I, **(Youth peer mentor's name)** agree to provide a mentoring service on a voluntary basis for **(Mentee's name)** from **(date)** 2018 to **(date)** 2019.
I agree to keep any information I receive in this situation confidential within the pairing and to the MyPeerMentor project.
I agree to assist my mentee in the establishment of personal development-related goals and the attainment of these goals, as far as possible.
I agree to provide feedback on our progress to the National Coordinator and to my mentee.
I agree to maintain the relationship at a mutually acceptable level of communication and support.
I agree to abide by the guidelines as set out in the section 'Roles and Responsibilities'.

Youth peer mentor's signature:
Date:

National Coordinator's signature:
Date:

Mentee

I, **(Mentee's name)** agree to be mentored on a voluntary basis by **(Youth peer mentor's name)** from **(date)** 2018 to **(date)** 2019.
I agree to keep any information I receive in this situation confidential within the pairing and to the MyPeerMentor project.
I am obliged to 'set the agenda' with the assistance of my youth peer mentor in relation to the goals of the project and to do my best to achieve my own personal set goals.
I agree to provide feedback on our progress to the National Coordinator and to my youth peer mentor.
I agree to maintain the relationship at a mutually acceptable level of communication and support.

I agree to abide by the guidelines as set out in the section ‘Roles and Responsibilities’.

Mentee’s signature:
Date:

National Coordinator’s signature:
Date:

Annex IV. Action Plan for the work of the mentoring couple

Name of the mentee:

Name, organization and position of the youth peer mentor:

Period of the process of mentoring:

Organisation of the mutual cooperation process:

Goals of the mentoring:

Action plan – concrete time limits and deadlines for the achievement of the goals are set

Revision of the plan – if necessary

Report of the mutual activity:

Youth peer mentor:

Date:

Town:

Mentee:

Annex V. Agreement on confidentiality

For mentees / youth peer mentors

..... (Name of coordinating organisation), as the National Coordinator of the project "MyPeerMentor" creates a mentoring programme in which he/she can engage youth peer mentors to engage in mentoring relationships and provide support to individuals (mentees) that seek to develop and improve the effectiveness of their skills, confidence and practice.

..... (Name of coordinating organisation) kindly ask for your consent to share personal information and data will be used only with a view to recruit and match an appropriate youth peer mentor / mentee. This information will be stored in a computer system of the coordinator, as well as on a paper.

Mentees

People who potentially may be involved as mentees will be asked to provide information related to their age, gender, contact information, education, professional experience and personal information (any special needs, if any). They will be able to choose from several youth peer mentors whose data are close to their set criteria for choosing a youth peer mentor, but contact information for the youth peer mentor will not be provided until finally decide which person to be their youth peer mentor.

Youth peer mentors

People who potentially may be involved as youth peer mentors will be asked to provide information in connection with their gender, age, contact information, education and work experience. Youth peer mentors will receive basic information for those that can form mentoring couple, so that they can decide whether they wish to participate in the programme as their youth peer mentors.

In light of the above, the Parties agree that:

1. The programme _____ (mentee) will discuss issues of a confidential nature. In light of youth peer mentors and mentees in the programme, the National Coordinator informed the youth peer mentors and mentees that in all discussions and information will be kept strictly confidential.

2. Both youth peer mentor and mentee are obliged to keep secret any information or data that have become familiar in connection with and during their participation

in the programme, which can be treated as confidential.

3. All youth peer mentors and mentees participate voluntary in the "MyPeerMentor" project. The mentoring programme does not include remuneration. Youth peer mentor does not guarantee and makes no promises regarding the advice provided to the mentee and are not required to commit to long-term professional relationship with the mentee.

4. The Parties agree that both youth peer mentor and mentee can withdraw from the mentoring relationship at any time. Also, both youth peer mentor and mentee can withdraw as a whole by participating in the mentoring programme. In the latter case, the National Coordinator of the programme will require advance notice of this decision.

5. Within the project "MyPeerMentor" procedure act to provide feedback and report on quality of services provided within the project. Youth peer mentors and mentees agree to submit to the National Coordinator upon request such information in order to facilitate the management, evaluation and monitoring of the quality of the mentoring programme.

6. By participating in the mentoring program under the project "MyPeerMentor" parties agree that the National Coordinator of the program cannot bear to harm nor be held liable in respect of disputes and questions arising between the persons involved in individual mentoring relationship.

I understand and agree with the above conditions.

Date .....

Signature ..... (youth peer mentor)

Signature ..... (mentee)

Signature ..... (National Coordinator)