

ROAD

ROAD TO ADULTHOOD
Mentorship to Help Unaccompanied
Minors Navigate Adulthood

METHODOLOGICAL ORIENTATIONS

FOR THE IMPLEMENTATION
OF A SOCIAL MENTORING
PROJECT FOR UNACCOMPANIED
MINORS AND YOUNG PEOPLE

Coordinator



Partners



Funded by



Co-finanziato
dall'Unione Europea

In Greece



In Italy



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METHODOLOGICAL ORIENTATIONS

FOR THE IMPLEMENTATION
OF A SOCIAL MENTORING PROJECT
FOR UNACCOMPANIED MINORS
AND YOUNG PEOPLE



A1 INTRODUCTION

This document presents the guidelines for the implementation of a social mentoring project for UAMs inspired by the methodology of the Punt de Referència and incorporating the lessons learned from the European collaboration project Re-Generations between the entities Defendence of the Children (Italy) and ARSIS (Greece): https://www.defenceforchildren.it/easyUp/file/dci_memoir_2022_en_lr.pdf. In addition, it incorporates the knowledge of Mentoring Europe (Netherlands) in the framework of the European project ROAD: ROAD to Adulthood - Mentorship to help unaccompanied Minors navigate adulthood.

We would like to stress that this is a specific project aimed at accompanying unaccompanied foreign minors and young people in transition to adulthood. We do not rule out the possibility that it could be successfully implemented if applied to other groups, with the necessary adaptations. However, we do not consider that this implementation document has a sufficiently general approach to promote mentoring projects aimed at accompanying other people in situations of social vulnerability.

The mentoring aimed at unaccompanied foreign minors and young people in transition to adulthood has specific characteristics determined by the process of emancipation that they have to undertake at 18 years of age and the limited network of adults who accompany them in this process. The challenge they face is twice as difficult: to emancipate themselves in a short period of time, in a demanding and rather new context and with little community support.

On the other hand, young people have a series of strengths, skills and resources of their own to face this process of emancipation and they are the protagonists of their own path. This is why it is important to generate an environment that promotes resilience and, at the same time, mitigate vulnerability factors (Milsten & Herdenson, 2003): providing affectionate support,

establishing high expectations, offering meaningful opportunities, enriching pro-social bonds with clear limits and learning life skills.

The project is designed from this perspective to contribute to the improvement of personal resources for the emancipation of unaccompanied foreign minors and young people in transition to adulthood by promoting accompaniment links with the social mentoring and the technical team to become reference figures. This complementarity of the support links from the technical part and the social mentoring is a specificity of the Mentors project and of the model of accompaniment of Punt de Referència that has been maintained in this project and proposed below.

Social mentoring is an accompanying tool that complements the technical support to young people, while requiring the same technical team to develop with quality: selecting, preparing and accompanying the people involved in the mentoring relationships (young people and volunteers). It is necessary to have a complete structure for this programme to be really effective, as is also reported by D. DuBois in his study "The role of risk. Mentoring experiences and outcomes for youth with varying risk profiles" (2013).

Likewise, we must bear in mind that not all young people are prepared or likely to participate in a social mentoring project. It is important to respect this condition and/or decision of each young person. Mentoring is based on the voluntariness of all parties and it is from this approach that we will achieve the commitment, responsibility and trust that such a relationship requires.

Finally, we would like to stress that social mentoring, as an intervention tool, contributes to improving the conditions for young people to be able to expand their resources and successfully develop an emancipation pathway, but it does not allow them to fully control the results. V. Havel reminds us that "hope is not the conviction that something will turn out well but the certainty that something makes sense". It is with this in mind that we propose to work on this project.

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1. SOCIAL MENTORING AS A TOOL

Generally, mentoring is understood as a process of accompaniment, guidance, support, between two or more people who establish a relationship, of variable duration, with the intention that the mentor helps to make decisions, to acquire knowledge and acquire both academic and emotional skills, with the aim of facilitating the personal and social development of the person being mentored (Feu, Besalú, Plana, & Prieto-Flores, 2009).

It can also be defined as a social intervention tool that promotes the relationship between people who voluntarily offer to provide individual support to another person who is at risk of exclusion. This relationship is motivated and mentored by a professional (European Mentoring Charter, 2010).

1.a A socially transformative tool

Social Mentoring aims to bring stability and empower people who are in situations of social vulnerability, through a personal bond. This link between two people from different realities makes it possible to build a network of networks, break social determinism and create a linked autonomy.

Social mentoring is transformative because it is a **commitment to citizenship**. It questions socially established guidelines and codes, bringing about changes and forcing human relationships that would be difficult to establish spontaneously. Mainly, we tend to interact with people who are culturally, socially and economically very close to us, what is known as our own comfort zone. In this sense, social mentoring takes us out of our comfort zone and brings us closer to those people who are naturally further away from us, encouraging us to review our relationship guidelines from the point of view of our proximity.

With the mentoring relationship, each participant ends up feeling that he or she represents his or her social groups and generates a bond between the two groups. This brings us back to the concept of clustering where, through the relationship between the two people, a bond is generated between two well-differentiated networks, making the social network a **network of networks**. In the language of structural analysis, we would say that the real social network should be represented as a set of clusters or human groups linked together by "local points" (the relationship between the two people). Facilitating contact between people and bringing social groups together fosters the recognition of different social realities, the feeling of proximity and the possibility of finding formulas for conciliatory social development, a model of *modus convivendi*. Information, values and attitudes can be effectively transmitted through a few, precise agents.



Person by person, group by group, we are moving towards a model of social relations that is more intimate, more responsible and cohesive. This provides both parties with a climate of trust and security and, in society as a whole, more cohesion, more equal opportunities and more sustainability.

In this sense, social mentoring projects have a double impact: on young people and on volunteers. On the one hand, **social mentoring also aims to be transformative from the point of view of social determinism, promoting the young person's own abilities**. From the conviction that a childhood and adolescence with difficulties generates an important social risk but does

not determine a future of exclusion, social mentoring provides a wider range of opportunities, a new network of informal support and a vital accompaniment that empowers them to overcome their difficulties, based on their own abilities. Rhodes (2014) asserts, in this sense, that mentors have the potential to modify, or even reconvert, negative developmental trajectories of young people at risk.

On the other hand, social mentoring **has an impact on the preconceived image of volunteering**; deconstructing existing prejudices and stereotypes through the training received, the supervision of the role of mentors and mentees and the experience of building the mentoring relationship. It is essential for mentors to develop critical awareness of social and cultural inequalities and to have cultural humility in order to consolidate better quality relationships with young people (Sánchez, Colón-Torres, Feuer, Roundfield & Berardi, 2010). This is how social mentoring can generate processes of social inclusion. Rhodes and Boburg (2009) have identified this benefit of mentoring as **"beating the odds"**. In other words, it can create a situation that overcomes the "reproductionist" view of society that the young person with the protection system instead and outcast is condemned to failure and social exclusion, generating a positive impact on their careers and, in this way, **disrupting the Pygmalion effect** according to which, what others think I am, determines how they behave in relation to me; this shapes my own low self-esteem and self-confidence, generating behaviour similar to what they initially thought and thus reinforcing their belief.

Finally, social mentoring **fosters linked autonomy**, a concept that Antonio Marina (2007) describes very well. It refers to the fact that one's own personal independence is compatible and is built through deep ethical and emotional ties. On the one hand, security, courage, assertiveness, personal resources are essential to maintain autonomy. On the other hand, love, compassion, respect, generosity and a sense of justice bind us to others. Thus, the person has to be able to rely on the social support network and, by means of this link, can feel more autonomous.

In short, the four concepts: the network of networks, overcoming forecasts, empowerment of capabilities and linked autonomy give us the conviction that committing to social mentoring is to commit to a different model of society, a fairer, more committed and cohesive society.

Finally, we cannot ignore the **limits of the impact** that social mentoring has on social action as a whole. It must not be a substitute for the family, professional social support or public policies. We must continue to reinforce these structural issues as an axis of social action and, at the same time, promote the use of social mentoring as an instrument of social cohesion.

SUMMARY



2. BASIC PRINCIPLES OF SOCIAL MENTORING

The basic principles of social mentoring define the key elements of this tool. They are also the specificities that make it useful as a tool for personal accompaniment and development. Based on the European Mentoring and Befriending Group, the following basic principles have been established:

EXCLUSIVITY the relationship that is established is interpersonal, one-to-one, generous, in which emotional bonding plays an important role.

INFORMALITY the relationship is characterized by a low level of formality and bureaucratisation, unlike what happens in an institutionalised framework. However, the accompaniment is governed by guidelines that have been agreed between the parties.

EMPOWERMENT decisions are always taken by the young person. The mentor shows the young person that he or she trusts in his or her own problem-solving abilities.

CONNECTIVITY the accompaniment provides practical, training, housing, work and leisure resources, as well as emotional support.

THE EDUCATIONAL INTENTION distinguishes mentoring from a friendly relationship. In a social mentoring relationship, change, learning and improvement of personal development is promoted.

BALANCE BETWEEN AUTONOMY AND CONTROL promoting learning from one's own starting point, from one's own needs, from making mistakes and persevering, while being a reference model and a valid source of resources.

EMPATHY as a facilitator of relationships of trust and informal support.

VOLUNTARINESS both people must participate in the mentoring relationship voluntarily and with commitment to the relationship they are building.

- ▶ *The process of accompaniment brings together two parties who show a joint commitment to share their experience and knowledge, with the support of a third party (professional).*
- ▶ *It is a voluntary process for all parties, (mentors and mentees) based on trust and mutual respect, from which all participants benefit.*
- ▶ *The organisation that promotes the relationship guarantees that the person receiving the accompaniment leads the process, so that their needs, decisions and objectives form the basis of the intervention and this is agreed by all parties.*
- ▶ *The commitment is fixed for a determined period of time, agreed upon by the three parties involved.*
- ▶ *The accompaniment process must be confidential. It is set within the limits established by each organisation, in addition to those of their own personal circumstances. All parties agree to respect these limits.*
- ▶ *The accompaniment gives the parties the right to protection against possible damages. Each organisation must implement policies and procedures to ensure that safe practices are followed by all participants.*
- ▶ *Organisations efficiently train volunteers to help them develop their role and regularly review their functions.*
- ▶ *The supervision of each relationship is the responsibility of the organisation: for this reason, a rigorous and continuous monitoring of each mentoring pair is established and evaluation processes are set up.*

These principles allow mentoring to provide the following support (according to Pat Soldan & Bernardine Brady, 2015):

- > Concrete and tangible support in whatever is required.
- > Providing advice and guidance whenever it is requested by the young person, so that he or she can make a decision or improve the performance of a task.
- > Emotional support, from empathic listening and unconditional affection.
- > Being recognised and feeling valued by others. Positive affection expressed by other adults and/or peers reinforces the young person's feelings of self-esteem.

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ROAD - MENTORSHIP TO HELP UNACCOMPANIED MINORS NAVIGATE ADULTHOOD: SOCIAL MENTORING PROJECT FOR UAMS AND YOUNG PEOPLE

The project "Road to Adulthood – Mentorship Helping Migrant and Refugee Unaccompanied Minors Navigate Adulthood" is an European project aiming at supporting unaccompanied children and young people (former UAMs) in their transition towards adulthood and integration. It also aims at increasing the exchange of shared training models for mentoring of unaccompanied minors and young adults suitable to be applied at European level by successfully exchanging and promoting existing and improved methodology to support the transition of UAMs to adulthood.

The project is based on mentoring methodology for the preparation of migrant and refugee unaccompanied children to integrate in the local community through the development of mentorship relationships that support their transition to adulthood

The project is set up to foster links between a young migrant and a volunteer - the mentor - who has the time, certain skills and desire to dedicate himself/herself to this space of relationship, accompanying him/her in the process of emancipation. The professional (technical person) provides the initial contact and accompaniment to facilitate the establishment of a bond between the young people and the people who act as mentors. He/she also ensures that this relationship develops in the best possible way, for the satisfaction of both parties.

A relationship of this type offers the possibility for the young person to be linked to a person with whom he or she would not have met spontaneously and who is in a more favourable situation, which allows him or her to help and accompany his or her path. The relationship between mentor and young person is one of an informal, friendly nature. In this way, the young person has the possibility of establishing a personalised relationship, without the need to perceive it as something "institutional" but as a space of trust, a link between two people. In order for this relationship to be beneficial for both parties, the following specifications must be given, with clear and transparent objectives from the outset.

It is essential that the relationship is guided by a qualified and suitably trained professional who supervises and guides the smooth running of the relationship.

We all need to feel accompanied in our lives and especially in those stages in which we take on greater challenges or experience more intense difficulties. Nowadays, being able to count on a father, a mother, older siblings or other close relatives, a teacher or a work company, a friend or someone who trusts us and gives us their support and affection, can be decisive in achieving our successes. In the case of young people who do not have family support where they live, accompaniment by volunteers who act as mentors can be key to making their emancipation process as sustainable as possible and to avoid risky situations



1. ACCOMPANYING YOUNG PEOPLE OF MIGRANT BACKGROUND

1.a The young people

The ROAD project addresses to Unaccompanied minors and young people (former UAMs) between the ages of 16 and 21 who have undergone a migration process and have to transition to adulthood without family support.

Some of the difficulties shared by the young people who participated in the project:

- > Not having adult reference people in their own network who are valid to offer support in the process of emancipation.
- > An established network, based mainly on their peer group.
- > Emotional difficulties derived from the experiences of their own growth process and the instability in which they find themselves.
- > Educational difficulties.
- > Difficulties in the work environment, related to aspects such as orientation, attitudes and integration.

On the other hand, it is important to highlight that the young participants have strengths, skills and resources from which they start to face their own emancipation process:

- > Basic social and communication skills.
- > An eagerness to know, to learn and to feel part of the environment and the network.
- > Commitment to one's own career.
- > Interest in establishing a relationship with an adult.
- > Capacity to assume the commitment and dedication that participation entails.
- > Willingness to participate in the project.
- > With an attitude of responsibility and respect.

A key element is **resilience**. It is a process that does not eliminate risk or adverse life conditions, but allows the young person to use them effectively (Rutter, 1987). Young people face certain problems that cannot be solved by themselves. For example, it is not possible to change the contextual circumstances around them, such as the lack of family support during emancipation. Resilience describes the ability of a person or a group to continue planning for the future despite some adverse or challenging life conditions (Oliva, Jiménez, Parra & Sánchez-Quejía, 2008), i.e. the ability to survive and thrive in the face of adversity. Thus, young people have protective factors that favour their development, the maintenance or recovery of their health and that counteract the possible effects of risk factors. In short, resilience is a dynamic process that could be defined as a measure of young people's ability to cope with stress (Mike, Chika & Avah, 2014).

A TRANSCULTURAL APPROACH TO MENTORING

Our experience has been substantially marked by the migration context which mentees found themselves in. Having a consistent understanding of the specific phenomenological context it is of paramount importance to:

- > **Share a common framework of reference that provides orientation to read the reality;**
- > **Set the limits and possibilities of the mentor's action to avoid frustration from the one side and to avoid behaviors that may lead to undesired results for the mentee's project;**
- > **Find strategies to overcome possible difficulties.**

When it comes to migration, for example, the following considerations show that by deepening our reading of the reality we may grasp points of connection between apparently distant life situations.

- > **How was the life of the mentee in his country of origin? Which were the motivations that explain their departure? Which is their connection with his context of belonging? How these aspects affect their present and the way they interact with the hosting context and with us?**
- > **How is this person recognized by our system? Which is their legal status and how does this determine their right to citizenship understood in broad terms? Is there an overlap between person and status? How can mentoring represent a space of humanity within a migration system that may lead to the bureaucratization of the human existence?**
- > **How do we consider the global dimension of migration, its causes, and the collective responsibilities? How can the social function of mentoring go beyond the relationship between two individuals?**

Every mentoring experience is likely to deal with a diversity of cultural and social backgrounds. Cultural diversity is meant here in a broad sense and not only from the point of view of the "national culture". Two persons can have different cultural identities and be from the same city or even from the same neighborhood.

Mentoring practices should be therefore able to interact with diversity as an existing element which is intrinsically present in every relationship. This involves an exercise of mediation as an essential effort to qualify new relationships with unknown persons, regardless of their origin. Mediation is understood as the set of functions that allow the connection and integration between the person and the general and specific context in which they carry out their experience (Defence for Children, 2010). It has a lot to do with the

communicative dimension even if it is not only a matter of understanding the other in an open and neutral mood, without being conditioned by one's own cultural modalities, but it is also about trying to be understood by the other. It is about finding together a way of communicating that represents a bridge between different cultures and backgrounds.

And not only. The transnational approach suggests to grasp universal meanings to transcend cultural boundaries and find common senses. The aim would be to explore dynamic connections among cultures and narrations that generate understanding and therefore can be translated into improved efficiency of actions and responses. A mentoring relationship should be perceived as relevant by all those involved, even if they belong to different cultural codes. In this perspective, considering the differences and diversity of each person should always be a key dimension in designing mentoring schemes and "translating" them into culturally sustainable and relevant models and practices.

(Extracts from the "Memoir – Thoughts and experience of re-generative mentoring" elaborated by Defence for Children International Italy in the framework of the Re-Generations initiative).

1.b Transition to adulthood

We define the transition to adulthood as the process by which youths take on new roles and face new tasks related to the acquisition of increasing levels of autonomy from their adults of reference. It is a process of linked autonomy (A. Marina, 2006) that is only possible from the affective bond and recognition, a long and integral process towards adulthood (R. Gilligan) that is only possible if we build life itineraries, in which support and emotional well-being are key.

This path can culminate in completing the educational process, finding a job, being able to maintain mature relationships and establishing their own home. However, the transition is not a uniform process, but rather involves a wide range of transitional experiences (Mitchell, 2006 in Lopez, Bravo and del Valle, 2013) mediated by the impact of the socio-economic context in which young people are embedded, as well as individual variables.

From the proposed model, we understand that the ability to build a network of support and bonds will be the basis of accompaniment and intervention. We define the bonds as affectionate, unconditional, stable and continuous. From this established relationship, being able to see the other person as vulnerable, as an autonomous being with feelings and projects of their own (Holmes, 2009). The bonds, therefore, will be key in that they provide secu-

rity, self-esteem, acceptance and recognition (Barudy, 2010), support for the elaboration of life history and experiences (Cyrulnik, 2001) and factors that promote individual and collective resilience (Mildstein and Henderson, 2003).

Therefore, in this project we are committed to a model that combines technical support, through the bond, and the social mentoring relationship. In this way, both the professionals and the mentors will constitute reference figures for the young people in the process of transition to adulthood. In this sense, it is important to be able to differentiate the different roles that each of the figures will have in the accompaniment of this process:

ROLE OF TECHNICAL OR PROFESSIONAL PERSON	ROLE OF VOLUNTEER (MENTOR)
<i>Detection of needs and construction of the work plan alongside the young person</i>	<i>Guidance through their experience and personal resources</i>
<i>Guidance and socio-educational support for the achievement of the objectives set from the construction of the bond</i>	<i>Voluntary commitment</i>
<i>Search for resources and opportunities in the social care network and collaborating entities</i>	<i>Reference to technical support for a correct development of their role and within a project</i>
<i>Support to the volunteering mentor</i>	<i>Building an emotional bond with the young person through weekly meetings (min.8 months)</i>
<i>Coordination with the young people's educational teams</i>	

1.c Impact of the project

In a socially depressed environment, the chances of establishing a mentoring relationship in a natural way is much lower than in a more favourable environment, 45% compared to 85% of people who have natural mentors -- referred to nonparental, caring adults whom youths select from their existing social networks - Erickson, LD, McDonald, S., & Elder, GH, 2009). Thus, first of all, the project has a positive impact by promoting the possibility of having a mentor for young people in care, out-of-care or at risk of exclusion.

Through their relationships with their mentors, young people improve their skills, social and emotional capital.

IMPROVEMENTS IN SKILLS these refer to improvements related to training, skills and attitudes. Through the mentoring relationship, young people increase their educational expectations, strengthen and incorporate more social and communicative skills, awaken motivation, adopt favourable behaviours and have a more positive and proactive attitude towards their own emancipation process. They also broaden their horizons and face new challenges. Specifically, they work on the following skills: self-awareness, emotional awareness, communication, interpersonal relationships, initiative and autonomy.

INCREASE OF SOCIAL CAPITAL the relationship between mentor and young person fosters the knowledge of the territory, resources and culture, through their own experience and participation in cultural traditions and activities. From this experience, the young person has the opportunity to expand his/her own network of social relations, which can help him/her to have more support and opportunities during the process of emancipation and throughout life.

IMPROVEMENT OF EMOTIONAL CAPITAL one of the most significant difficulties identified in emancipation processes is emotional management. The relationship with the mentor facilitates the expression of difficulties, anxieties and feelings; at the same time, it provides tools for daily emotional management. The fact that they have a person by their side to whom they can confide their feelings gives them emotional stability and allows them to better focus their transition to adulthood.

The volunteers who participate in the project also benefit from the experience and learn from it in various aspects.

IMPROVEMENTS IN SKILLS contact with a different reality generates in the volunteer the need to put into practice other skills and relationship tools different from the usual ones and, therefore, to incorporate new learning. Getting out of their comfort zone requires a certain attitude and reinforces their ability to resolve difficulties and strategies to face new situations.

INCREASE IN EMOTIONAL CAPITAL the fact of being able to help a person who is in a difficult situation generates personal satisfaction and well-being in the volunteer, which results in emotional improvements. As the volunteer incorporates learning and skills to build a relationship with the young person, he/she also learns to accompany him/her emotionally and, together, they foster the values of trust, self-confidence and the capacity for effort and self-improvement.

IMPACT ON THE WHOLE OF THE CITIZENSHIP bringing different social realities into contact with each other facilitates the knowledge of close and often ignored realities. The nodes in which young people become volunteers have an impact on each of the networks, breaking down prejudices and stereotypes, while fostering new opportunities and new learning. Overall, it brings us together as a society and helps to combat inequalities and discrimination.

It should be noted, in relation to the potential of the project, that the benefits of the mentoring relationship grow exponentially over time. This is an aspect that we have observed through the experience of mentoring relationships, and which is also endorsed by authors such as Grossman and Rhodes. They showed that young people who maintained a relationship with their mentor for at least one year improved significantly in terms of academic results, behaviour and psychosocial development. In contrast, young people who had mentoring relationships of less than six months experienced much lesser effects and could even have negative results. Hence the reason for proposing a duration of 8 months in the project.

2. STRUCTURE OF THE SOCIAL MENTORING PROGRAMME

Before deploying a social mentoring programme, it is necessary to have an overall vision, to be aware of all the procedures and the planning required, as well as the people who will be in charge of the project. The systematisation of all the processes will help us to ensure the quality of the project. These guidelines follows the procedures established by the MC Quality Mentoring Seal of the Spanish Social Mentoring Coordinator.

In order to implement the Mentoring programme, it is necessary to develop the design of the project and to deploy 6 phases of action, as described below. Each of these phases will be described in detail.



2.a Design of the Project

Before developing the project it is important to have established:

- ▶ **An analysis of the needs of the young person to whom the mentoring project is addressed,**
the legal framework for UAMs and young people in the territory and the available resources of support in the community. This must be justified with relevant and contrasted data. This analysis of needs can be related to the response that mentoring can provide or to the response that the project will provide through different methodologies. With regard to the needs to which mentoring can contribute, it is important to go deeper and to emphasise the benefits provided and to be aware of the limitations specified above. It is also necessary an analysis of the legal framework for UAMs and young people live in the context and a mapping of available resources of community.
- ▶ **The general objective and the specific objectives, together with the expected results and corresponding indicators.**
Remember that mentoring is a methodology that contributes to personal development through the improvement of personal skills and social capital of the participants. It is possible that the project has other, broader objectives and that mentoring is just one of the methodologies used. In this case, there will be objectives related to mentoring and others that will be developed through or complementary to other methodologies.
- ▶ **The equipment and resources at your disposal.**
A mentoring project such as the one presented in this publication requires extensive technical support. For three reasons: firstly, for the selection and preparation of the participants, as well as for the Monitoring and support of relationship construction; secondly, because of the degree of vulnerability of the young participants due to the need for emotional support, the demands of the context and the lack of community support and, thirdly, because it includes technical support to the young people in their life project together with the mentoring relationship.
- ▶ **The design of the necessary developmental tools.**
Next, we will describe each phase and these tools in detail.

THE QUESTIONS THAT CAN GUIDE YOU IN DEVELOPING THE PROJECT ARE:

- > **What is the starting point or needs to which you want to respond?**
- > **What is the objective of the mentoring project?**
- > **What resources do you have?**
- > **What tools do you need?**

2.b Recruitment



OBJECTIVES

The recruitment phase is the process in which we reach out to potential participants in the project and motivate them to participate. It is important that, in this phase, people interested in participating in the project have clear the objectives, activities, requirements and commitments required to them, as well as the challenges and support they will receive. In the recruitment phase we have to carry out four actions:

- 1. Create a clear recruitment message, based on the profile and tasks, as well as develop materials that have different appeals for each of the chosen dissemination channels.**
- 2. Determine the chosen dissemination channels and the actions to be carried out. It is advisable to select a wide range of channels in order to reach a more diverse population.**
- 3. Hold information sessions, aimed at both potential young people and volunteers who could participate in the project.**
- 4. Provide a written form to apply to participate in the project. We recommend a motivational questionnaire that allows us to collect basic data, while serving as a first filter for the necessary requirements before the one-to-one selection interview.**



PARTICIPANTS' PROFILE

YOUNG PEOPLE SHOULD

- demonstrate responsibility and commitment in their own path.
- be eager to meet new people.
- value the support of the adult professionals in their environment, establishing a respectful relationship with them.

- understand the mentoring proposal and be interest in it.
- ask for support to improve their process of transition to adulthood.
- have few or no adult references to guide them in the construction of their life project.
- have undergone a migratory process.
- be between 16 and 21 years old.

VOLUNTEERS SHOULD

- agree with the objectives, limits and technical criteria of the project.
- be able to commit to the proposed time commitments, dedication and tasks.
- have sufficient availability and flexible working hours:
 - ✓ For a weekly meeting, of one and a half hours, for 8 months (or the chosen period), which will not always be on the same day and time.
 - ✓ To give a weekly report on the meeting that has taken place with the young person.
 - ✓ To attend and participate in the initial training, an initial assignment session, monthly Monitoring sessions and a session to end the relationship at the end of the project.
- have a desire to get to know and accompany a young person, in a balanced relationship of giving and receiving.
- have knowledge of and certain links with local resources: health, culture, community participation, training, employment, etc.
- have a diverse social network with which they are in frequent contact.
- have a life history of effort and perseverance.
- be aged between 30 and 65.
- have the following skills:

COMMUNICATIVE:

empathy, active listening, clarity.

INTERPERSONAL:

transparency, respect for diversity, capacity for dialogue.

EMOTIONAL:

stability and skills for managing conflicts and/or situations of change.

INITIATIVE:

dynamism.



THE RECRUITMENT PROCESS

YOUNG PEOPLE

With regard to the selection of young people, the information and dissemination material must include basic information about the project, with an explanation adapted to the age and language of the young people, which captures their interest and generates a willingness to get involved. The information that young people should receive should include the following aspects:

- The purpose/objective of the project and how it will work on a day-to-day basis.
- The responsibilities and commitments to be undertaken.
- The importance of confidentiality in the relationship.
- The opportunity that their participation represents.
- The support offered by the organisation.
- What young people can do if they encounter difficulties during their participation in the project.
- The benefits they can expect from the mentoring relationship.

Regarding the dissemination channels, the most important thing, for young people in care, is to contact the technical team working with them, from the services or the centres, so that they can be given an initial informative overview of the project and be referred to the mentoring project. We must be clear about the fact that the recruitment of young people must be carried out on a regular basis throughout the implementation of the project, through the agreement of the technical team having them in care and taking into account possible turn-overs and changes. They will be through his or her conviction and motivation, who will encourage the young people to participate in this project. It has proven to be important the UAMs and young adults to work with the technical teams so that they know the project well and discuss on time any doubts. Therefore, it is important to maintain regular coordination with the technical teams on the results, impacts and benefits derived from the mentoring relationship.

Information meetings, in groups or individually, should be organised frequently in order to give children or young people interested in participating in the mentoring programme the opportunity to express their doubts and have their possible questions answered.

Participant forms or referral forms for the mentoring program need to be completed by the child's reference person (in the case of a minor) and by the young person himself/herself in the case of an adult. In the form it is

important to ask for the details of the reference person or the person who is being referred and the person who wishes to participate in the programme.

VOLONTEERS

The promotional material to be used for dissemination must include all the basic information about the project : the objective of the project and how it will work on a day-to-day basis, the responsibilities and commitments required to participants, the importance of confidentiality in the relationship, the support offered by the organisation, what the volunteers can do if they encounter difficulties in carrying out their duties and, finally, the benefits they can expect from the mentoring relationship.

The channels for recruiting volunteers must be as broad as possible in order to reach as many people and in as diverse a way as possible. The more candidates we have, the more we can adjust the selection to the needs of the project. The diversity of age and other characteristics allows us to assign more suitable partners to the needs and affinities of the young people, which increases the chances of success of the relationships. The channels of dissemination can be very diverse: the appearance in the media, social networks, platforms for attracting volunteers, information fairs, informal dissemination among interested people (word of mouth) or the presence in spaces for citizen participation, among others. As time goes by, and as the number of participating volunteers increases, they become supporters of the project. It is important to take care of this aspect so that the mentors who spread the word about volunteering among their network also do so in an accurate way with messages shared with the organisation.

People who respond to our request for volunteers and show their interest will be invited to an information session, preferably in groups. In this information session, we will explain the detailed information below, using concrete examples and testimonies, if possible, as well as leaving space for questions. If they do not appear, it is possible to ask questions to the group in order to observe their motivation and vision of the role proposed in the volunteering. In this space, the messages that we transmit and the interest that we receive must be very clear, because this will be the first step towards the final selection.

All interested persons will be asked to fill in an application form or motivational questionnaire. This is a useful way of obtaining and recording basic information, motivation for the proposed volunteer work and information on the objective requirements for volunteering, such as availability. In order to draw up this form, it is important to be very clear about what information we need from the potential volunteer and why. It is also necessary to foresee what information about the person could be useful for future collaborations,

such as their professional profile, the languages they know, their willingness to participate in communication actions, etc. This document allows volunteers to develop a process of reflection on their willingness to participate and allows interviewers to have an idea of who are the people interested in volunteering



NECESSARY TOOLS

- ✓ Material for dissemination through different channels
- ✓ Material for the information session
- ✓ Motivational questionnaire

2.c Selection



OBJECTIVES

In the selection phase, both young people who are likely to participate and potential volunteers decide if they want to join the project and the project's technical team decides if they are suitable to participate. They are given a selection interview, in which they are reminded of the qualifications and commitments required of them and, at the same time, the interviewers obtain sufficient information to assess the suitability of the future participants, both young people and volunteers. Once the selection interview has been carried out, the interviewer shares the result of the interview with a third person from the technical team in order to reduce the subjective effect of the assessment and to discuss any doubts that may arise. Once the evaluation of the interview has been carried out, they are given feedback (by telephone to the volunteers and in a presential meeting to the young people). If the return is positive, they continue the process.

It is important to emphasise that this is a complex process and key to the development of the project. It is for this reason that training and preparation is also a selection process. Moreover, we cannot forget that the selection process consists both of participants' decision (young people and volunteers) to participate in the project and of organizations' evaluation about their involvement in the project. An ideal selection process must reflect the needs of both parties



PROCESS

YOUNG PEOPLE

Young people participating in the project should be aware of what they can expect from this experience and they will be given understandable information on key issues. Giving them clear information about the project, its purpose and procedures, limits of the relationship and confidentiality will help them to make an informed decision about whether to participate. It will also help them to manage their expectations, especially when these are unrealistic. Therefore, in the selection of young people, it will be key to take into account motivation, stability and responsibility.

In the same way as for volunteers, the selection process must be open to any person, regardless of their origin, disability, gender, sexual orientation, etc., as long as they meet the established criteria.

Participation in the project must always be voluntary, but certain criteria must be adopted during the selection process in coherence with the established objectives. For this reason, we consider important to:

- Ask about different areas of life and the process of transition to adulthood: housing, training, professional career, health, leisure, social network, documentation... Although the project focuses mainly on a specific area of life project, it will be important to have a broad vision of the young person's needs and also of what he/she would like to improve specifically in these areas.
- Complement the open questions with concrete examples (per area) to choose from. The concrete examples help to better understand the needs of the young person and to better define expectations. Although the work on expectations would correspond more to preparation, in the mentoring cycle with young people, selection and preparation are often intertwined.
- Break down in which tasks they may need support. For example, when asked about the training area, find out if they need support in:
 - ✓ Organisation and planning of tasks
 - ✓ Study techniques for exams.
 - ✓ Specific knowledge of subjects
 - ✓ Motivation
 - ✓ Training orientation

- Ask about young people’s network, in particular: name, frequency with which they talk, type of support they receive from these people. In this way, the mentor can complement where they need more support and the network does not provide.
- Propose young people to create a list of things to receive and offer in the mentoring relationship.
- Other interesting questions to add:
 - ✓ Time availability
 - ✓ Ask young people to explain what they have understood about the project, to ensure that they understand it, that their expectations are in line with the proposal and to clarify any doubts they may have.
 - ✓ Take into account the analysis of competences with regard to attitudes of responsibility for their own work and respect for other people and diversity.

IT IS IMPORTANT TO POINT OUT THAT THE PROJECT IS NOT SUITABLE FOR YOUNG PEOPLE WHO:

- > **Do not understand the objectives of the project, even if explained in their mother tongue/vehicular language.**
- > **Do not have their basic needs covered, such as housing and regular documents.**
- > **Have xenophobic or sexist attitudes.**
- > **Have serious behavioural difficulties or violent attitudes.**
- > **Have substance abuse problems.**
- > **Have serious mental health difficulties**
- > **Do not demonstrate responsible attitudes**

In order to make the selection process effective, it is recommended that a minimum of two interviews are carried out to have more time and encourage reflection and slow decision-making, facilitating a reasoned decision by the young person. As indicated above, the selection and preparation process will be a joint process, carried out continuously over time, in order to be able to carry out a quality selection, as well as to facilitate the building up of an educational link with the young participants. If a young person does not meet the participation requirements, a letter will be sent explaining the reasons and promoting learning in the young person, as well as passing this information to the educational team.

VOLONTEERS

Finding suitable volunteers requires clear guidance and planning, as mentioned in the previous section. Thus, the most important thing at this point is to know how to define very clearly the profile of the volunteer we are looking for and what the selection process will be like. The preparation of a description of the functions that the volunteer will carry out and of the personal characteristics that we request, carried out in the previous stage, will help to clarify the specific qualities, skills and experience that will be required. For example, adaptability, responsibility, empathy and assertiveness. The potential suitability of the volunteers for the functions envisaged can then be assessed, in accordance with the defined criteria.

An initial individual interview will be held with the interested parties. During the selection interview, they will be reminded of what has already been mentioned in the informative session, but which must be repeated and reinforced:

- Information on the project and its objectives.
- The functions and description of the role of the mentors.
- The young people profile.
- The training and support provided by the organization.
- Mentors’ expectations.
- Required time commitment, frequency and duration of the meetings/ programme.
- Available resources.

The interview must be structured and organised but not necessarily formal. You can start by referring to the purpose of the interview and checking that the information on the form is correct. It is useful to have a guide of questions or a list of topics that should be raised during the course of the interview, as it will provide a structure, help to ensure that all volunteers are treated equally and fairly and, finally, we can be sure that all the necessary information has been obtained. One interview possibility would be as follows.

EXAMPLE

INTERVIEW

START WITH MORE INTRODUCTORY QUESTIONS, GIVING A SLOWER PACE TO THE INTERVIEW TO GENERATE AN ATMOSPHERE OF TRUST AND CONTINUE ASKING ABOUT MORE PERSONAL ASPECTS. FOR EXAMPLE:

- **What motivation do you have to participate in this volunteering?**
- **Have you had any previous contact with young people? What do you know about young migrant people?**

QUESTIONS TO INCLUDE:

Some open questions so that they can explain their personal background. Open questions show us a lot about non-verbal language and aspects that are more difficult to explain.

For example:

This is a personal question to get to know you better, you can explain to me freely whatever you want, i remind you that this is a confidential space.

Could you explain, in your own way, your personal trajectory since you were born at ... / since you were x years old?

INFORMATION TO COLLECT:

Who are their family and social network and what relationship they have (activities they share and frequency). They give us information about the resources they can share and their vision of social capital, an important part of the mentoring project.

Who have been their natural mentors? It is important to know what they understand about this role. If they do not know how to identify any of them, this can be considered a reason for not selecting them. It will be difficult for them to appreciate and develop the role they are asked to play.

How they have managed a difficult situation in their lives (starting from a specific situation) or how they have dealt with a practical case and how they would deal with it (situational questions).

Their time availability.

In the assessment of the personal interview, verbal language (what they explain) is as important as non-verbal language (how they explain it, how they connect with the interviewer and the empathy/proximity/transparency in their communication style).

It is important to ensure that applicants are transparent about the levels of experience and skills required and that the criteria and processes being used in the selection of volunteers are well understood. At the end of the interview, both the technician and the volunteer must be in a position to know if they wish to continue with the process. It will be verified that everything has been well understood, doubts or information will be checked and the steps to follow will be explained. It is advisable to allow a few days to reflect on the information received in the interview and the decision of whether or not to go ahead with the proposed volunteer commitment.

Remember that, in order to guarantee objectivity in the selection process, an external view from another member of the team or supervisor is positively valued. Finally, the possibility of requesting references from volunteers should be evaluated. Obtaining references about them gives us, both professionals and young people, more security. It is information that we can add to the portrait of the volunteer and, sometimes, it can alert us to a serious problem.

In case the selection is not clear but there are not enough objective criteria to reject the person, it is possible to carry out a second interview to complement the information about which we have doubts. There is also the possibility that the volunteers carry out the initial training (prior to the assignment with the young person) in order to finish evaluating the selection. In this case, the volunteers must know that they are in this situation and assess themselves if they want to access this test period.

It will be important at this stage to have a global vision of the volunteer group, as our aim is to be able to create a heterogeneous group of people to be able to accompany the diversity of young people who will participate. This is an aspect that we will take into account when choosing the people who will finally take part in the project.

To communicate the participation in the project, it is possible to send a letter or an e-mail. We ask to be able to include, in this communication of confirmation, the calendar of actions of the project.

Some people cannot be volunteer mentors, and you have to know how to say no when you consider it appropriate. This is a very important aspect that guarantees the quality of the project, the success of the results and the preven-

tion of conflicts. There are no certain and fast rules, beyond those mentioned above. Nonetheless, some indicators are:

- Not having enough time to commit themselves to regular participation.
- Choose volunteering to promote their personal development
- Holding rigid opinions and not seeming open to new ideas.
- Wanting to volunteer to be able to solve present or past personal difficulties.
- Not considering that young people can contribute in their learning process as well.
- Not having skills that match the needs of the project.
- Having a low tolerance for frustration.

If a volunteer shows any of these indicators, it is better not to select them. However, we may be able to offer them a different opportunity and, for this reason, it is a good idea to prepare a list of other volunteer tasks in the organisation: fundraising, office work, public relations, etc., or refer them to other organisations or services that may require a volunteer profile like theirs. It is recommended that a meeting be held to explain the reasons why the technical team declines their participation.

Due to the pace of the projects, it may happen that some people arrive at a time when it is not possible to join a group immediately. In this situation, it is recommended to carry out the selection interview close to the moment of contact between the volunteer and the organisation and, if the result of the interview is positive, to be able to link the activities of the organisation in some way (monthly newsletter of the organisation, invitation to some open event that is carried out...). It is important to highlight that, when the moment of joining the programme arrives, the technical team must ensure that it is still a suitable time to participate (by telephone or in person) in order to be able to assess whether there have been any changes in availability.



NECESSARY TOOLS

- ✓ Personal interview and youth selection sessions script
- ✓ Report for recording the information collected and evaluation of the selection criteria.
- ✓ Permission for the protection of personal data
- ✓ Image rights permission
- ✓ Document denying a history of sexual offences

2.d Training and preparation



OBJECTIVES

This phase has a different format for the volunteers and for the young people who participate in the project. In both cases, there is a preparation for the first meetings, as well as the necessary attitude to be open to the construction of the mentoring relationship.

In the case of the young people, through individual interviews, we share the details of the project with examples of the support that we can offer them at their vital moment. They begin to create a climate of trust that will help them to understand their past situation, their current situation and their future prospects. In addition, the needs for accompaniment, interests and interpersonal relationships established so far are worked on.

With regard to volunteering, the aim of this phase is to involve the volunteers in the task they will carry out as mentors, as well as to get to know each of the candidates and their skills in greater depth in order to be able to evaluate the selection process. It is also a space in which to model the skills of accompaniment.



PROCESS

YOUNG PEOPLE

The young people who will participate in the project do not have a group training space, but they do receive advice and guidance in the individual tutoring spaces. The tutorials are a space to work on any doubts and concerns they may have; to clarify the core values for establishing a relationship (respect, communication, confidentiality, commitment); to adjust expectations regarding the mentoring relationship and to become aware of the opportunity they have and how they can take advantage of it. Also, to be able to work on what these first meetings will be like, which are often the most difficult and where they may have the most fears. Moreover, it is the space where the educational bond with the person we will accompany throughout the mentoring project is developed and built, which is why it is a key process in establishing and achieving the objectives of the mentoring relationship.

It is important that the technicians bear in mind that it is possible that young people participating in the programme may need systematic psychosocial support (legal assistance, liaison with institutions, support in issuing basic documents), therefore support like this should be offered before and during the preparation for the mentoring relationship

With the young person, it is important to bear in mind some aspects that will facilitate the relationship with the volunteers, as described below:

- Characteristics of the mentoring relationship
- Commitment of the mentoring relationship
- Fears and motivations with regard to getting to know the mentors
- Orientation on what they can expect from the mentoring relationship: concrete aspects and initial approach to goals
- Preparation of the first meetings.

Overall, it is recommended to establish a training period of between 2 and 3 months, with a minimum of 4 sessions, guaranteeing 10 hours of training. In this way, we will be able to evaluate the preparation, the commitment and carry out a process of evaluation of the potential participant. Throughout this process, it will be very important to work along the same lines as other educational teams accompanying the young person, as we are accompanying this person in their emancipation process, a central stage in their life project that is interrelated with the different areas of life (academic, work, health, leisure, housing, etc.), therefore, it will be key to be able to work in a network.

We also consider that it can be positive for the relationship that, as far as possible, young people can express their preferences regarding the characteristics of the volunteer who will accompany them and the reasons for this decision. This will help us to further specify what the young person imagines about the relationship, as well as to be able to adjust the matching process.

SUMMARY

Devote time and resources to the design of the training to guarantee the quality of the accompaniment received by the young people.

Take into account the needs and challenges of the reality of the participants and the specific context.

Generate a warm space that allows the emergence of concerns, prejudices and expectations, and promotes trust, confidentiality and the construction of a bond with the participants and the techniques of the project.

In the event that a young person does not meet the appropriate requirements for participation or it is assessed by the technical team that it is not the right time to start the mentoring relationship, both the team of professionals accompanying him/her and the person him/herself will be informed. In this sense, it is important to take care of this process, since the aim of the project is to be able to accompany them at the moment of emancipation, therefore, we will return this information in the most positive and constructive way possible in their itinerary. We cannot forget that this is a specific project and that it cannot respond to all their needs.

VOLONTEERS

It is very important to dedicate time and resources to the training of volunteers and to carry it out effectively, so that they are prepared for the role they have undertaken to carry out and thus be able to offer young participants good quality support. Volunteers who have not been properly trained can do more harm than good. Training will make them more qualified for their role and help them to manage their expectations. It will also help to standardise the quality of support through the mentoring relationship that young people receive.

In the design and development of the training, we have to decide the type of training that best suits the needs of the project, taking into account the resources we have at our disposal.

In general terms, training should include the following aspects:

- To offer an overview of the background and objectives of the project.
- To explain the benefits and advantages of participation.
- To give participants the opportunity to express their fears and expectations.
- To inform about the needs and circumstances of the group we serve.
- To provide all information about the project's operational aspects and the support available from the technical team.
- To analyse the necessary requirements for volunteering, including levels of commitment, roles and responsibilities.
- To describe the nature of the mentoring relationship.
- To train in the specific skills required and offer opportunities to practise them.

It is necessary to take into account the diversity of the volunteers that make up a group, the different levels of experience, the reasons leading people to become mentors and the expectations placed on this experience. Some people may not have participated in trainings for a long time, while others will be much more familiar and comfortable in this space. This is why it

has to contain a good balance between the different styles and methods of work, including, for example, sharing experiences, discussions in plenary or small discussion groups, case study exercises, skills practice, role-playing or individual reflection spaces.

It is advisable to encourage participative and interactive dynamics for training and to consider the volunteer's personal experience as an important resource. Encouraging open and free dialogue, sharing expectations and concerns, can be a very enriching experience for everyone and provides a good constructive debate. The opinions expressed during the training sessions must remain confidential. It is also especially important for the technician who gives the training to know these opinions, because it will allow him or her to go deeper into the characteristics of each participant and to be able to make a more accurate assignment between the young person and the volunteer.

WITH REGARD TO THE SPECIFIC CONTENTS OF THE TRAINING, THE FOLLOWING ARE CONSIDERED ESSENTIAL:

1. Contextualisation of volunteering

- ✓ Presentation of the organisation promoting the project and the project itself.
- ✓ Presentation of the group of volunteers and the work plan.
- ✓ Commitments of all the parties involved.
- ✓ Fears and doubts about this volunteering experience.

2. Young people: life journeys, personal situations, needs.

- ✓ Common denominators and differences between young people in care, out-of-care and at risk of exclusion.
- ✓ Differences between life journeys. Particularities of each process.
- ✓ Concept of resilience.
- ✓ Exploration of the potential and weaknesses of each young person and how to work on both aspects.
- ✓ Transition to adulthood: starting points and challenges. Areas of intervention.

3. The mentoring proposal.

- ✓ Specificity of this tool and benefits in social action. Examples of other projects.
- ✓ Description of the triangulation: young person-volunteer-professional.
- ✓ Values and criteria.
- ✓ Charter of volunteer commitment, duties and rights of the proposal.
- ✓ Difficulties arising from this approach and formulas for dealing with them.

In short, it is advisable to establish some basic rules at the start of the training, which provide guidelines for behaviour during the training sessions and which could focus on:

- Emphasising the importance of trust, respect, openness and honesty as the main characteristics of good communication.
- Fostering an atmosphere in which opinions can be debated constructively, with the focus on the issue and not on the person.
- Establishing the framework of the project based on respect for cultural diversity and individual differences and the confidentiality of young participants' conversations.
- Commitment, not only to the mentoring relationship itself, but to all training and Monitoring sessions, as well as to individualised technical support.

4. The volunteer.

- ✓ Giving and receiving, bidirectionality of the relationship.
- ✓ Volunteers' expectations.
- ✓ Potentialities of the volunteer that can facilitate the relationship.
- ✓ Personal weaknesses that can hinder the relationship.
- ✓ The linking of the network itself in the mentoring relationship.

5. The bond.

- ✓ Benefits of emotional bonding.
- ✓ Description and identification.
- ✓ Continuity between "relationship" and "bond".
- ✓ Formulas for achieving a good bond.
- ✓ Difficulties in establishing the bond.

6. The proposed accompaniment. Limits and possibilities.

- ✓ How to articulate a constructive relationship.
- ✓ Advices for the beginning of the relationship.
- ✓ Limits and possibilities of the proposed relationship.
- ✓ Educational intentionality of the relationship.
- ✓ Key aspects and values that the relationship must have (sense of usefulness, transparency, sincerity...).
- ✓ Other mentoring experiences that could serve as an example.
- ✓ Analysis and global vision of the mentoring experience.

At the end of the training process, the selected volunteers accept in writing the commitment to establish a mentoring relationship. In this commitment, the specific characteristics of the project will be indicated (duration, frequency of the meetings, established Monitoring...). In the event that a person has not been selected for technical reasons or if they consider that this is not the right project or the right moment to start their participation, the corresponding cancellation will be made. We recommend a call or a meeting in order to be able to carry out this action in the most accurate way possible. Let's not forget that each participant will be a key member of our project.



NECESSARY TOOLS

- ✓ Scripts for the preparation sessions for the young people, as well as the necessary files to explore the topics to be worked on.
- ✓ Material for carrying out the volunteers' training (presentation, dynamics, audiovisual material...). All the information is detailed in the "Volunteers training module".
- ✓ Commitment form signed by each party declare to participate in the project.

2.e Assignment/Matching



OBJECTIVES

The matching process refers to the assignment of a volunteer and a young person, according to a set of predetermined criteria. The aim of the process is to create environments where relationships can establish a climate of trust and which maximise the personal development sought by the project..



PROCESS

Once the volunteers have been trained and prepared for the relationship with the young people, the assignment of relationships is carried out. The assignment process must be rigorous and well-planned, giving confidence to the participants.

Special attention must be paid to the **match** between the young person and the volunteer in order to combine interests, expectations, skills and possibilities between the two people, as this will help to build the bonding relationship. In the case of the young person, their preferences will also be taken into account. Common interests are probably the most commonly used criteria for coincidence, but they should not be the only ones. Another important criterion is volunteers' life experience, what they have experienced and how

they have experienced it can give us many clues. On the other hand, there is no evidence that assigning a volunteer with a similar personality to the young person has a more beneficial effect.

Participants' commitment, the activities carried out and the benefits received are much more important for the success of the relationship than the similarity of personalities.

The suitability of the assignment will depend on the characteristics and needs of each participant, the objectives we have established and their work plan. The objectives will not always be clearly defined and for this reason, as has already been mentioned, personal life history plays an important role. When they are well defined, the objectives tend to be more specific, clearer and more measured, but the accompaniment the transition to the adulthood has a global vision and, in this sense, we have to see "the whole picture" and not get bogged down in very specific objectives, which may lead to unsatisfactory results.

Confidentiality is a fundamental value in mentoring relationships and special emphasis should be placed on each participant. Trust, in the case of effective mentoring, can only be promoted if the participants are sure that what they say in their meetings is confidential. Thus, both in the preparation and at the time of the assignment, it will be important to be able to establish the level of confidentiality and that all parties are in agreement; the rigour and seriousness with which this subject will be dealt with, the limits of confidentiality and the information that participants are obliged to reveal. In this line, it is important to make sure that all the information we provide about the young person to the volunteer is selected on a "need to know" basis in order to set up the mentoring relationship and that it is agreed with the young person beforehand.

Another important aspect to be highlighted at the time of the assignment is the **commitment**. Formalising the commitment of the participants is a good way of guaranteeing the responsibility and effectiveness of the mentoring relationship. Both parties must be clear about their respective responsibilities. The form of the commitment must be adapted to each project and territory, but, in any case, it should include:

YOUNG PEOPLE'S RESPONSABILITIES

- Demonstrate commitment and work actively with the volunteer to build a relationship based on the parameters established by the project.
- Discuss issues openly and take an active part in their own learning.
- Be available to regularly meet with the mentor as agreed.

- Maintain appropriate behaviour in the relationship.
- Respect the confidentiality of the volunteer.
- Warn the technical person of the project of any difficulties that may arise.
- Participate in the evaluation of the project.
- Facilitate the monitoring of the relationship by the programme's technician.

VOLUNTEER'S RESPONSABILITIES

- Actively participate in initial and ongoing training, group activities and meetings with the project technician.
- Ensure meetings with the young person on a regular basis.
- Work with the young person in accordance with the established work plan.
- Respect the confidentiality of the young person.
- Work within the framework of the project and the values of the organisation.
- Inform the person in charge of any concerns or difficulties regarding the young person's relationship.
- Participate in the evaluation of the project.

Finally, the framework of the mentoring relationship will be well remembered, with its possibilities, but also its limits. Firstly, for the protection and safety of young people and volunteers and, secondly, to create a safe environment in which the relationship can grow in a healthy and satisfactory way.

CLEARLY DEFINED LIMITS CAN:

- > **Protect the participants, providing clarity about what is and is not acceptable behaviour.**
- > **Give both parties greater confidence in dealing with the relationship and any sensitive issues that may arise, where they might otherwise feel vulnerable.**
- > **Provide a clear framework so that participants can recognise when to stop and question what they are doing.**
- > **Help participants to clarify the limits of their responsibility, as well as to identify situations where they need to seek support.**

Once we have all these topics well worked out and the pairs have been planned, we will think about a meeting day. When that day arrives, the meeting will take place at the organisation's headquarters. On this day, it is very important to bear in mind that this is a first contact, a starting point in the relationship. The mentoring technique will be used for the first 10 to 15 minutes. In this time it will be important:

- To remember that these are two people who do not know each other, that neither of them has practically any information about the other and that it is a good moment to start sharing. We will point out that they cannot get to know each other completely in just one day, but that it will be a process and that in the coming months they will see each other at the agreed intervals and will have time to get to know each other better little by little.
- We will take this opportunity to recall the framework and limits of the project.
- As this is the first meeting, and a moment when both people are usually nervous, we will remind them that the aim of the first meeting is to be able to exchange mobile phone numbers, as well as an alternative channel of contact and that, before getting together, it is advisable to agree on the next meeting.
- Before leaving, we will ask if either of the two parties has any doubts and we will remember that the relationship between both parties will be followed up.



NECESSARY TOOLS

- ✓ Information collected in previous phases, both from volunteers and young people.
- ✓ Template or table for making the assignments.
- ✓ Commitment form to participate in the project, both for young people and volunteers.

SUMMARY

The assignment must be guided by the interests, expectations, capacities, possibilities and preferences of both people.

It is a time to remember the possibilities and limits of the relationship. And to work on trust, confidentiality and commitment of the participants.

It is key to be able to share the assignment process with another person from our team, to accompany us in the process and to be able to resolve doubts and questions while reducing subjectivity.

2.f Monitoring



OBJECTIVES

The monitoring process refers to the stage between the assignment and the closure of the relationship, in which one-to-one meetings are held between the young person and the volunteer mentor, as well as the educational accompaniment from the technical professional. The objective is to be able to accompany both the young person and the volunteer throughout the process, as well as the educational teams with whom they work in a network throughout the project.



PROCESS

YOUNG PEOPLE

Support in the transition to adulthood for children and young migrants through mentoring methodology is not a widespread enough. More often, the support provided to them by institutions and organizations mainly follows a service model, this means that it is likely that children and young people participating in the program will be invited for the first time to explore how they can benefit through an equal relationship that needs participation and work on both sides. This means that children and young people need more time to understand this model and space to express any doubts.

The professional accompaniment of the young people who participate in the project has two focuses: on the one hand, the monitoring of the mentoring relationship and, on the other hand, the accompaniment of their emancipation project. This is proposed to be on an individual basis due to the complexity of each personal itinerary.

The monitoring sessions allow practical problems in the relationship to be solved while facilitating the path towards emancipation. At the same time, they facilitate a conversation about the deeper aspects of analysis and values. These individual sessions should also be a reminder for young people on the framework of the project, their commitment and their expectations and, if necessary, also an opportunity to gain confidence and meaning to face and redirect inappropriate behaviour.

It is preferable to set up an individual and personalised space, where the technique will be adapted not only to the way of being of each young person, but also to his or her specific situation and to the needs that the young person wants to work on within the organisation. We must bear in mind that, due to the young person's vulnerable situation, flexibility will be required in order to set objectives, guidance and accompaniment. It will be carried out throughout the duration of the project (which we propose a minimum of 8 months). Some of the main tasks of professional accompaniment during these months will be:

- Guidance and educational or labour accompaniment (elaboration of a training project, search for courses and training or labour opportunities, referrals to training or labour resources...).
- Housing and cohabitation (search for housing, accompaniment in the housing transition at the age of 18, management of cohabitation conflicts...).
- Documentation and other formalities (processing the renewal of the NIE - foreigner identification number-, obtaining the health card, validation of studies...).
- Health (detection of possible needs for medical visits, guidance on eating and health habits, consumption of toxics, sexual and emotional relationships...).
- Work on transversal skills for emancipation (such as self-awareness, communication, emotional awareness, interpersonal relationships, responsibility...).

Young people have to learn to talk to third parties about the relationship they are building with their volunteer mentor. This is a process that requires time. A quick and very common response is "it's all good", but we have to work so that they can develop this generic message in more details. Given that the mentoring relationship has an abstract aspect and, in many cases, the value of the volunteer is that of "being there", it is also important that the young person understands and

can give value to this relationship beyond the more instrumental aspects. This is a transversal element throughout the Monitoring process.

SOME QUESTIONS THAT CAN HELP US ARE:

- > **Do you like it? How do you know? How do you notice it? Give a specific example.**
- > **A moment to remember what you have done so far. What has struck you the most.**
- > **Has there ever been a moment when you didn't know how to say no to something or a communication difficulty? How did you solve it? Would you do it differently now? Why? Do we practice it now?**
- > **What would you highlight about the mentor?**
- > **What activities did you do? How often do you see each other? Is it good for you? Would you do anything different? If yes, have you raised it? Is it hard for you to say it? Why? To be able to practise how I could speak.**
- > **Evaluate if it is what you expected (expectations), if you feel good in the relationship (with elements of verification), if you would like to make any changes...**

Therefore, the monitoring space allows to solve practical questions, not only about the relationship, but also about their personal itinerary and, at the same time, it facilitates the conversation about something deeper, about analysis and values.

One of the key elements in the monitoring process is the establishment of objectives for participation in the project, i.e. the work plan. To carry out this part, we will use the information that we have been gathering throughout the selection and preparation process, as well as the vision of the emancipation process and its different areas. It is a question of setting objectives on the aspects that the young person thinks that the relationship can contribute to him/her, but also the professional Monitoring. It is very important that the objectives are formulated by the person him/herself and that they are limited and adjusted in time and to the person's abilities.

This work plan is developed over a period of months and the young person will share it with the volunteer mentor. In the Monitoring process, we will keep reminding them of the objectives and assessing whether they are being achieved. Some of the questions that can help us are: How do you see improvements? In what aspects specifically? If there is no improvement, why? Is it possible that a new need has arisen? Is there a need being met that was not initially included in the work plan? It is important to emphasise that this is an educational tool and, therefore, a living one, with the capacity for transformation and flexibility.

Another important aspect in the monitoring is the work on **natural mentors**. In this sense, the aim is to be able to accompany the young person to think about the figure or role of the mentor, in abstract terms, trying to separate the concrete person with whom the mentoring takes place. In this way, we will make visible the potential that other people that he or she has in his or her life, or that will come, have to accompany him or her in different phases of life, in making decisions, in new processes and that the young person has the capacity to feel accompanied.

Finally, it should be emphasised that the **young person's educational team of reference** is a key agent with whom communication is established throughout the participation, as has been indicated in other phases. The objective is that they can know how the relationship is evolving, but also to be aligned throughout the professional accompaniment of the young person, with respect to their emancipation process. As a minimum, in each relationship, contact must be made to inform about the evolution of the selection process, to inform about the beginning of the relationship (either beforehand, to contrast the decision of the reference person, or to inform about the date on which they will meet), to share the objectives of the work plan and, finally, a report on the closure and evaluation of the participation of the young person.

VOLUNTEERS

In the accompaniment of the project's volunteers we foresee three different areas: **ONLINE**, **INDIVIDUAL FACE-TO-FACE** and **GROUP**. All three are carried out throughout the monitoring process.

1. ONLINE

Every week, after each meeting, the volunteer gives feedback to the project's technician. In this feedback, we recommend the possibility of combining closed questions (about the date and duration of the meeting, the type of activities and meeting, the maturity of the link) and the possibility of making an open report. The idea is that the mentors can explain to us, in their own words, how they felt, if they had any doubts, what their perception of the meeting was like. This weekly feedback will be answered with professional guidelines to accompany the person concerned throughout the relationship. A possible guide to help the mentors to tell us about their experience would be:

- How did you feel during the meeting?
- How have you seen the young man or woman?
- Is there any incident or relevant aspect that you would like to tell us about?

- Do you have any questions about the situation of the young person that you would like to ask? Do you need any resources?
- Would you like to participate in a workshop or individual session?

Throughout the professional feedback, there are important elements to take into account: maintaining motivation, thanking, valuing or giving positive feedback on the contributions made by the volunteer mentor, such elements will be constant in our answers about the meetings. We will also continue the work begun in the training on the role of the referent person, working on the type of activities used during the meetings, as well as on the limits and possibilities of the relationship and in the construction of the relationship, the bond and trust.

2. INDIVIDUAL FACE-TO-FACE

During the monitoring process, mentors are offered the possibility of individual meetings to talk in more detail about aspects of the relationship or about the reality of the young person that they consider appropriate. The sessions that are held depend both on the volunteer and on the relationship, the situation of the young person... but, as a guideline, it would be appropriate to be able to hold a face-to-face session throughout the Monitoring with each volunteer mentor.

Sometimes, we also carry out interviews in order to have more information about the relationship, the experience of the volunteer mentor, his or her vision about the situation of the young person...

3. GROUP

Throughout the monitoring, group sessions are held every month in order to share experiences, work on specific aspects of the relationships, and remember the limits and possibilities of the proposed relationship. These sessions are flexible and adaptable to each group and each group moment. During group sessions we will maintain the key aspects of the training process: they are dynamic sessions, where the important thing is that the mentors can share what they feel and think, and with the use of techniques that electrify the environment accompany the reflections to situate them within the framework of the project. Afterwards, we present a proposal of themes to work on during the Monitoring sessions:

- Sharing the first impressions (recommended for the first session).
- Working on objectives (recommended for the second or third session)
- Accompanying and guiding in mentoring relationships
- How we relate to changes
- We "take the pulse" of the relationship
- Change of stage and closure of the project (recommended for the penultimate and last session)

KEY IDEAS

To make out the most of the group's potential during the monitoring of the volunteer work we suggest to focus on the feeling of relevance and external reflection on the mentoring relationship itself.

The role of the project coordinator is key in providing resources for developing relationships and managing the emotions that arise.

The monitoring of the young people is recommended to be individual, given its complexity.



NECESSARY TOOLS

- ✓ Worksheets and skills to be able to work on the different themes and elements of monitoring with young people.
- ✓ The young person's work plan.
- ✓ Tools, skills and/or presentations for the group sessions of the mentors.

2.g Closure or change of stage



OBJECTIVES

In this phase, an assessment of what has been contributed to them during the agreed months of the project will be made, both in terms of the mentoring relationship and the professional support, as well as about the possibility of continuing the relationship after this period. There are relationships that decide to continue beyond the project and others that do not, which is why we refer to closure or change of stage.

We must bear in mind that not all relationships work positively and, in some cases, it is opportune to force the relationship to end early, that is to say, to carry out an early closure of the relationship. The reasons that may lead us to think about an early closure are very different, and it is necessary to analyse each situation on a case-by-case basis before taking the decision to tie up and end the relationship. Some issues may derive from the volunteer, others from the young person and others from the relationship itself. Although there are no deterministic conditions for the breakdown of a relationship, there are some aspects that can alert us about the fact that it is not working properly. We highlight some of them, aware that there may be an infinite number of aspects that can cause difficulties as regards:

YOUNG PEOPLE

- Demonstrates a lack of responsibility and/or responsible attitude in his or her daily life.
- Does not have basic needs covered.
- Is not able to identify positive aspects of the relationship.
- There is a change of residence that generates a significant distance between one and the other.
- He/she avoids the monitoring sessions with the project’s technician.

VOLONTEERS

- He/she is not able to identify positive elements of the relationship and focuses the difficulties on a specific issue.
- There has been a change of task that implies an increase in his/her commitment.
- There is a personal/health issue or one in their immediate environment that limits their availability in a significant way.
- He/she only focuses on giving and not on receiving, which subtly gives off an attitude of superiority.
- He/she avoids contact with the project technician and does not participate in the Monitoring sessions.

RELATIONSHIP

- They do not manage to find spaces where both two people feel comfortable.
- They do not maintain fluid conversations after the first three months of the relationship.
- They space out the meetings more and more.
- They are not transparent about the developing of the relationship.

Faced with different warning signs, whether these or others that may appear, the project technician has to act calmly, but with forcefulness, knowing how to weigh up either the amount of time he or she gives to the relationship or whether it needs to be dealt with immediately. It is advisable to be able to count on the support of the team to compare the difficulties detected and the proposed action. Once the decision has been taken to end the relationship, a space will have to be found for each of the parties separately to be able to carry out a closing and an evaluation of the participation of each party, as well as the three-sided closing, explained later.



THE PROCESS OF CLOSURE OR CHANGE OF STAGE

YOUNG PEOPLE

This is a process that must be prepared in advance. Before the overall end of the project, with the actions detailed below, the pre – closing session will be held to discuss how the young person is experiencing the end of the accompaniment from the project and the future of the mentoring relationship. Throughout these meetings, young people will talk about how this experience has been for them, what the process has brought them, how they feel about the end, the relational framework...

In the case of early closure, individual work will be carried out with the young person in order to analyse the reason for closure, their responsibility in this regard and the possible relational learning linked to it.

In this phase, the closure will also be carried out with the young person’s educational team of reference. In this sense, we recommend holding a meeting or an informative meeting about the process of closure carried out and to be able to share an evaluation of the experience. In this meeting, there is also the possibility of informing about the next cycles of the project, so that the educational team can refer more interested people. Likewise, being able to have the young person’s account of his or her experience will serve as recruitment material for future cycles.

VOLONTEERS

In the case of volunteers, we have a group space where we can discuss the learning, doubts, feelings and evaluations of the project. In any case, we offer the possibility of holding an individual meeting before the three-sided closure. In the case of early closure, it is recommended to hold an individual meeting to be able to emotionally accompany this stage of closure, as well as to be able to carry out the corresponding evaluation of the learning, disappointments, sorrows in a qualitative way in the project.

In the group session it is recommended to contextualise the current phase of the mentoring project, explaining that this session will be dedicated to evaluate the mentoring programme and to prepare us for the end or change of stage. Throughout the session, different elements will be explored: the initial expectations, the technical support in the relationship, the support of the group of mentors, the difficulties or negative points and, finally, the results, learning and aspects that we learnt from the participation. One of the metaphors that can be useful to carry out the last session is the vision of the process as a garden: we plant some plants that, thanks to different elements, bear fruit.

A key aspect in this session is to be able to remember that, if the relationship continues, the principles of mentoring are still valid in this new stage, aspects such as continuing to set objectives, accepting whatever happens (in the life of the young person, as well as in the relationship), being able to ask for support from the organisation when it is needed.... It will also be an opportunity to remember the importance of the closure, since, if they do not continue to see each other later on, it will be the two people who will be responsible for being able to end the relationship in the way they prefer. However, we consider it very important to be able to formalise this closure. Finally, it is also a key session to thank volunteers for their participation and to remind them of the next cycles of the project, in case people who are close to them are motivated to participate.

RELATIONSHIP

In order to carry out the closure or change of stage of the mentoring relationship, a meeting with the three people (young person-volunteer-technician) will be held at the organisation's headquarters, similar to the initial moment of the relationship.

First of all, a joint review of the work plan will be carried out. We will talk about which objectives have been worked on more, which ones have been worked on but are not written down. We will encourage them to share any learning they have experienced during this time (about the other person, about the relationship, about yourselves...). If the relationship continues, we will also think about some aspect or objective that is still pending or that they want to continue working on.

The next step is to be able to talk about this "new stage" that they are starting together. We can start by talking about the more practical aspects that have worked so far in the relationship. Specifically, the meeting dynamics established up to that moment (time, place, type of activity...) is a good starting point to continue. We stress the importance of thinking about future

objectives, as there are always things to learn. In the case of an early closure, or if one of the two parties has expressed their unwillingness to continue the relationship, we will not talk about this possibility.

We will take advantage of this meeting to ask the two people how they would explain the project, to take some photos or even to record this explanation on video. This material will help us to be able to carry out the recruitment phases as well as reporting of the project in the following cycles.

The organisation will issue a certificate of participation. With regard to the corresponding evaluation questionnaires, they can be carried out during this meeting or prior to the preparation of the closure.

Finally, it should be noted that, in some cases of early closure, it may be difficult to organize this meeting. It is important that the responsible technician ensures that this meeting is carried out and, if it is not seen as positive for either of the two parties, it will be replaced by a possible online meeting supervised by the technician. For example, the technician could be the one who exchanges messages without the young person and the volunteer maintaining contact. This is a symbolic element of great value in relational learning.

KEY IDEAS

This is the moment to make an overall assessment of this first stage of the mentoring relationship and to think about how it can be planned for the future.

The dynamics of the relationship during this first stage will be key to its subsequent development, where there will not be constant support.

In some cases, it may be appropriate to terminate early, with the support of the team to take the decision.

HOW TO CONTINUE ACCOMPANYING AFTER CLOSURE?

Not all mentoring projects offer the possibility of continuing the relationships created beyond the closure of the project, and this is an aspect that must be taken into account in its design. Furthermore, we cannot forget that the young people who take part in the project start from a situation of vulnerability and that, throughout their paths, they may have to face complex situations that the mentors do not know how to deal with.

The possibility of long-term Monitoring has been considered for those relationships that continue beyond the project. On the one hand, this is due to the assessment of the volunteers who have participated in the project and consider that it would be positive to be able to count on occasional support.

On the other hand, monitoring can continue because of the technical team's interest in finding out what is happening with the mentoring pairs who have started their relationship within the framework of the project. Thus, this open space of accompaniment has a double objective: to evaluate the duration of the relationships beyond the project and to be able to support the role of mentors and the personal path of the young people who participate in it.

Different methodologies can be combined: face-to-face meetings with mentors who continue, activities for mentoring relationships, telephone interviews, contact by WhatsApp... The key aspect is that mentors and young people are certain that they can count on the technical team if there are any difficulties in the relationship. This is a point that will be worked on in the closure of the project

**NECESSARY TOOLS**

- ✓ Skills for carrying out group closure
- ✓ Work plans of the different relationships
- ✓ Evaluation questionnaires
- ✓ Certificates of participation

4

EVALUATION AND IMPROVEMENT MECHANISMS

We must understand evaluation as a constant process and an attitude towards the project that has, principally, the function of learning, but also that of control of the context and of the target group, which generates knowledge about our practice and guides us in making decisions. Stemming from this approach we propose the analysis of the project. Evaluation can be very effective when the following characteristics are met:

- The aim of the project and specific and measurable objectives have been clearly defined.
- The project staff have a good knowledge of the operating parameters and the environment in which they work.
- The procedures for carrying out the evaluation are fit for purpose, feasible and have been planned from the outset.
- The information is relatively easy to analyse and compare.
- A combination of quantitative and qualitative data is used.
- A comparison is made between the initial situation and the condition at the end of the project, in order to demonstrate the change and the "added value".
- The resources - human and financial - needed to carry out the project are identified and deployed from the outset.

A proper evaluation will allow us to efficiently identify strengths and areas for improvement in order to make the mentoring project more effective and, therefore, we need to establish outcome indicators. Such indicators describe the specific and observable characteristics that can be evaluated or measured to show the quality or quantity of some parts of the project or the results of its activities.

We must bear in mind that the analysis of changes in social action is not an easy task, as many factors intervene in the development of the person and

the attribution of a change to a single factor, apart from being difficult, could be considered as skewed. Moreover, some of the issues related to mentoring are abstract in nature (such as trust, bonding, companionship...) and have a medium and long-term impact, and these are difficult to measure.

For this reason, all the tools and criteria that allow us to collect the overall impact of the mentoring project, and that are well defined from the beginning, will facilitate a more adequate analysis. Furthermore, it is recommended to be able to develop specific materials so that the tools undertaken really respond to the characteristics of the project and are appropriate, both for the young people and for the volunteers who take part in it.

THE EVALUATION TOOLS THAT ARE USED ARE:

- > **Individual monitoring report of the young person:** collects the personal information of each young person who participates in the project. It is registered on a virtual platform with protected access to ensure data protection. Some of the data collected are: socio-demographic data, personal history, training, work or health history, family aspects, meetings with the technician, the subjects worked on and the referrals or coordination carried out.
- > **Competences table (initial and final):** showing the competences assessed in the project. Specifically, it describes in details the different levels in order to determine at what stage the young person is at the beginning of his/her participation in the project and the corresponding change or improvement at the end. Therefore, it will be carried out two times: in the preparation phase and at the end of the mentoring relationship. The competences assessed are self-awareness, communication, emotional awareness, initiative and autonomy and interpersonal relations.
- > **Survey to evaluate the preparation (young people and volunteers):** when the selection and preparation process is completed, an evaluation is carried out in order to guarantee its quality and the possibility of incorporating improvements.
- > **Final questionnaire for young people and volunteers:** the questions refer to the experience they have had, their satisfaction, the areas worked on in the relationship, the support of the organisation...
- > **Registration of the weekly meetings:** the mentoring meetings are held in a public space, without the presence of the technician. Therefore, it is very important, both for monitoring and

“The benefits of mentoring grow exponentially over time”

GROSSMAN & RHODES

evaluation, to know the day-to-day aspects of the relationship. To do this, you can use a questionnaire with questions that can be combined with other open-ended options. The data that will be key to record for the evaluation are:

- Evaluation of the meeting
- Date and duration
- Language used (in case there is the possibility of using different vehicular languages)
- The visit (or not) to some equipment, resource or service.
- The type of meeting

WITH REGARD TO THE EVALUATION OF THE PROCESS, THE FOLLOWING ASPECTS MUST BE TAKEN INTO ACCOUNT:

- > **The recruitment of volunteers and young people, taking into account the influx in the different channels and the number of people participating in the selection process.**
- > **The training of volunteers by means of a questionnaire that assesses whether people feel prepared to act as a mentor, their satisfaction with each session and their training needs in terms of Monitoring.**
- > **The process of preparing the young people to start the mentoring relationship through brief qualitative questions.**
- > **The assessment made by the educational teams that refer young people to the project, regarding the benefits for the young people from their perspective, the collaboration in the work plan and the satisfaction with the established coordination.**

VOLUNTEER MENTORS TRAINING MODULE

B1 INTRODUCTION

Below facilitators, trainers and professionals interested in setting up a mentoring program, or inform and confront the activities already in place, will find the early-match training module for volunteers in mentoring for the Road to Adulthood project. Given the operational aspect of this document, we took the liberty to directly address readers so to engage them in this process of learning and exchanging of perspectives.

The module is structured in two parts: the structure of the training, where the objectives, competences that are worked on, theoretical bases of the training and notes on the methodology used are set out; and the development of the sessions, where each of the sessions is detailed: objectives, competences, contents, dynamics and proposed timing.

The content of this module has been inspired by the experience, learning and background in mentoring of Punt de Referència and the people who have participated: volunteers, young people and technicians, over the last 25 years, nourished by the successes and mistakes of the practice. It has also been nourished by the knowledge shared with the organizations ARSIS (Greece) and Defence for Children (Italy) with whom the Re-Generations project was undertaken as well as the current Road to Adulthood initiative, where we are working with Mentoring Europe (Netherlands).

The European initiative RoAD promotes a social mentoring project that aims to improve the resources for the autonomy and emancipation of young migrants (aged 18-21) through mentoring and socio-educational support. The volunteers who access this training are people between 30 and 65 years old, with social and communication skills, a diverse social network, availability and emotional stability and extensive knowledge of the territory. In addition, all of them have previously undergone a training and a selection process.

The training of volunteers allows them to acquire tools and understand the role they will play in the framework of the project in which they participate, contextualising their work in a broader objective of social transformation. It also contributes to the process of personal development and lifelong learning of the people involved. Key to the training is learning to live diversity as a richness, to include it in daily life and to know how to accompany it. It also aims to guarantee the quality of the relationships established and the impact generated in young people through it: *"Mentors who received early-match training and consistent program support met more frequently and had longer-lasting relationships with their mentees. Youth whose mentors received training also reported higher-quality relationships"*.¹

During the training, participants will understand the role of mentors and acquire basic tools to carry it out. The volunteer is prepared to develop a previously unknown role, through establishing a respectful accompaniment and a relationship of trust with someone unknown, who comes from different realities. This initial training is complemented by learning through practice and follow-ups.

¹ The Role of Risk: Mentoring Experiences and Outcomes for Youth with Varying Risk Profiles. Herrera, Dubois & Grossman, 2013.

B2 APPROACHING SOCIAL MENTORING

In this first part, we aim to share knowledge with participants about the framework of the early-match training of volunteers in mentoring: the objectives and competences it promotes, what are the theoretical and methodological bases and how it is structured.

1. TRAINING MODULE OBJECTIVES

“The general objective is to involve volunteers in the task they will carry out as mentors in the framework of the RoAD project”

In order to achieve this involvement, the training will provide knowledge, training of competences, skills and spaces for reflection necessary to be able to face the challenge of establishing a relationship of reference with young migrants. This preparation is essential to commit to the role of mentor and, at the same time, allows the technical team to refine the selection of mentors and have more information to perform the matchings.

Specifically, with regard to volunteers' training, these are the specific objectives:

1. **To understand the role of volunteering, in particular, the RoAD project and the commitments it entails.**
2. **To approach the reality of young migrants and to get to know the social care network.**

3. To learn how to establish the mentoring link with young people, as well as the limits and possibilities of the relationship.
4. To promote communication and relational skills to develop the mentoring task.
5. To prepare the beginning of the relationship: the first meetings.

2. COMPETENCE

Lifelong learning implies that learning processes occur at any age and that they have to reach everyone, everywhere. Furthermore, it recognises that much learning takes place outside the academic system and that learning takes place in different areas of life. Therefore, educational processes are conceived as a whole, as a global project (UNESCO, 1976). It is within this framework, and in the constant learning process of each volunteer, that this initial training for mentoring volunteers in the RoAD project is included.

Starting from a competence-based approach in the training and monitoring of volunteers means focusing on the development and personal growth of the volunteers' transversal competences, which can also be applied in other areas of their lives, thus becoming an added value of the volunteer action.

By competence we mean: "the dynamic combination of attributes in relation to knowledge, skills, attitudes and responsibilities that are brought into play when carrying out a specific activity" (Marta Comer, 2010).

Similarly, the mentor's action also requires putting knowledge, skills, attitudes and responsibilities into practice. On the one hand, some of these are detected in the selection interview, mainly those that are essential for the mentor's task, such as: flexibility, transparency or communication and empathy skills. On the other hand, during the training, the competences related to how to establish the mentoring relationship are deepened. Furthermore, learning is continuous and it is complemented throughout the follow-up with the support of the technical person specialised in mentoring.

The mentors who have been involved in the project reported that they have approached and learned about a reality that is very different from their own, that it has helped them to break down prejudices and stereotypes and that they have learned a lot through the young people and the relationship they have built.

In terms of initial training, we focus on strengthening the following competences of the future mentors²:

² The classification of competences worked on in the initial training by the Referentes project volunteers draws on the work carried out by Marta Colomer (2010) and Fundación Acción Contra el Hambre (2013).

	DESCRIPTION	EXAMPLES
SOCIAL	<i>They allow us to understand the context in which we interact and to be able to assess our response to the situation experienced.</i>	<i>Understand the backgrounds, profiles and needs of young people, how mentoring can have an impact on this background, etc.</i>
RELATIONAL	<i>These are made up of a set of communicative and socio-emotional competences that enable us to establish a link with other people and with the environment.</i>	<i>Ability to establish an assertive, empathic, listening and understanding relationship; to have clear and adequate communication in order to be able to provide respectful accompaniment and guidance; to be able to deal with situations of frustration and unforeseen events, etc.</i>
PROCEDURAL	<i>They refer to the skills, knowledge and tools to be able to develop the task and the role of mentors, with the goal of accompaniment established by the project.</i>	<i>Being aware of the limits and possibilities of the mentoring relationship, knowing how to promote autonomy of the young person through the meetings, creating a safe and ethical environment, etc.</i>
PERSONAL	<i>The combination of skills, responsibilities and attitudes that underpin and guide the work of volunteers.</i>	<i>Understanding the importance of and carrying out attitudes of commitment, responsibility, confidentiality, transparency, flexibility, respect and recognition of others.</i>

3. THE THEORETICAL BASIS

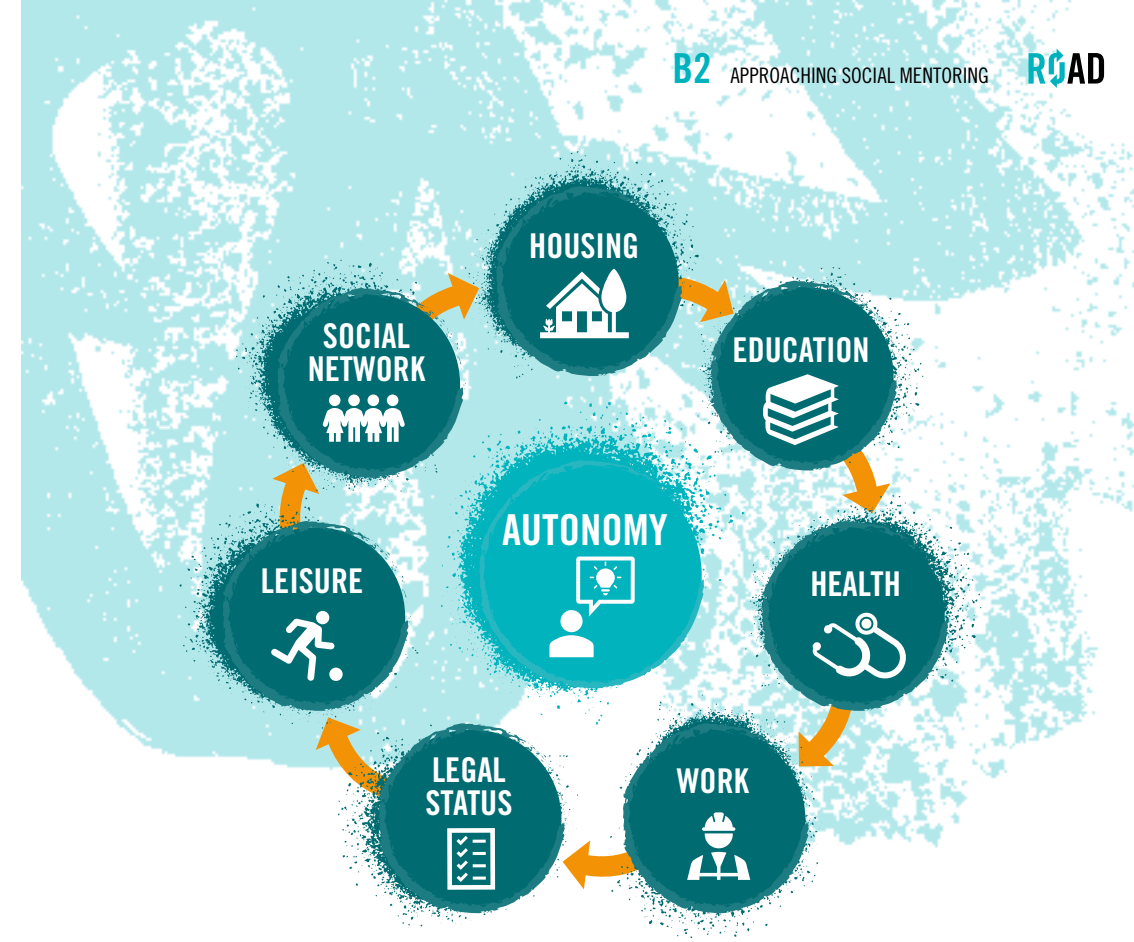
In this section, the theoretical basis of the initial training for the RoAD project's volunteers can be found. As a social mentoring project that aims to improve resources for the emancipation of young migrants through mentoring and socio-educational support, the key concepts of emancipation, accompaniment and social mentoring are addressed. Later on, in each of the sessions, other more specific contents to be taken into account are detailed, such as, for example: the social care network or the preparation of the first meetings.

3.a Emancipation and linked autonomy

The RoAD project aims to accompany UAMs during their emancipation process without a non-professional adult support network or sufficient resources. This is a doubly difficult challenge: on the one hand, due to the lack of personal resources and support from their own network and, on the other hand, due to a social and political context that does not make it possible.

Faced with this context, and without sufficient resources and support, it is very difficult to successfully tackle one's own personal process of emancipation and, therefore, this leads these young people to clear situations of vulnerability in the long term. In addition, we are dealing with young people who have experienced migrations, in many cases with few guarantees of safety and exposed to racist situations.

Youth is a key time for shaping the future and emancipation project, which for each person has a different starting point, depending on their trajectory, and particular needs that will condition their own process, which will probably not be linear. It is a moment in life of uncertainty and change towards adulthood which, like all challenging moments, requires accompaniment, support and resources in order to move forward.



Emancipation is a process of acquiring autonomy that is consolidated throughout life. It requires putting into practice knowledge, skills and attitudes that make it possible to mobilise appropriate strategies to cope with situations typical of adult life in today's society (FEPA, 2009). It is characterised as a constant, dynamic and multifactorial learning process, including all areas of personal development. The above graph shows the different areas of emancipation.

Through the RoAD project, we accompany young people in the improvement of transversal competences for emancipation such as self-knowledge, emotional awareness, communication, interpersonal relations, initiative and autonomy, as well as responsibility. For example, one of the most significant difficulties identified in emancipation processes is emotional management. The relationship with the mentor facilitates the expression of difficulties, anxieties and feelings, as well as providing tools for daily emotional management. Having a person by their side to whom they can confide their feelings,

facilitates young people's emotional stability and allows them to better focus on their emancipation journey. In this sense, the mentoring relationship works as a protective factor for young people against chronic situations of exclusion, promoting personal development and improving opportunities in their emancipation process.

It is important that the emancipation process is promoted from a human rights-based approach, where people are no longer beneficiaries of an action but rights holders. This approach also suggests the collective recognition of all people's needs and potential. Therefore, the processes of empowerment and reinforcement of competences are fundamental for young people to be able to make decisions and actively participate in the management of their lives. That is why the RoAD project stimulates autonomy and knowledge of resources to promote full emancipation, where young people are recognised as active subjects of their processes and decisions. Autonomy is the ability to face the challenges of adult life by participating in social networks and collaborating in their establishment (FEPA, 2009). It is a transversal competence implicit in the whole process of emancipation and in all areas of personal development.

It is also important that this autonomy is a "linked autonomy" (A. Marina, 2006); that is, that personal independence itself is compatible and built through deep ethical and affective links with the people in the environment and the environment itself. Because in autonomy, both factors are important: on the one hand, security, assertiveness, personal resources are indispensable to maintain autonomy; and, on the other hand, love, compassion, respect, generosity, a sense of justice link us to others and allow us to establish healthy, satisfactory, enriching relationships full of opportunities to learn.

For the sociologist Victor Ayala (2020), there is no society without life in common, so are these two aspects: community-rights are indispensable, and their intrinsic relationship gives rise to social bonding, as a common good. Exclusion processes are a rupture to this right. Exercising the right to community is possible as long as horizontal relations and the full participation of all people belonging to that territory are promoted. Promoting equal opportunities is indispensable for all people to be able to live in dignity. Vulnerability is the result of the relationship between the individual, his or her characteristics, the surrounding environment, the conditions of the context and the structures of the system. This is why it is the recognition of the community and the opening of opportunities leading to this very recognition that provides us with more options to build a quality life.

In this sense, different studies show that what has made today's species evolve has not been competition between individuals, but the ability to

collaborate, receive and ask for help from survivors. Also, from the theory of social support, Laireiter and Bauman consider that what is important is the participation in the community and society, the support network, the support resources and the support received. In this sense, linking up with people is the most direct way of linking up with the territory: learning from new realities and contributing one's own, fostering a critical sense, transmitting security and self-esteem (Punt de Referència, 2014).

“ If they believe in me, I believe in myself, I act as such and the belief in myself is reinforced. This is one of the keys to emotional well-being, which is the basis and confidence to face the challenges of everyday life.

And what does it mean to believe in me? It means taking an interest in who I am, listening to me, being there for me at different times, laughing together, confronting me when necessary, offering me opportunities to build my life when I feel ready. And that is what social mentoring is all about”.¹”

Thus, the person must be able to count on a social support network and it is through their connection that they can become more autonomous.

¹ Terradas, L 2019, 12 septiembre. Programas de acompañamiento, mentoría social. Menores extranjeros no acompañados: realidad y futuro. UNED Pamplona. <https://extension.uned.es/actividad/idactividad/19736&email=1>

3.b Voluntary accompaniment and professional accompaniment

In this project we support the challenge of the emancipation of young people through professional accompaniment as well as voluntary accompaniment.

In the study about voluntary accompaniment and emotional bonding accompaniment is defined as: *“Accepting, allowing oneself to be questioned by the other, going to meet him/her without a project and without a preconceived idea; it is, without a doubt and, above all, learning to love him/her, to respect him/her for him/herself. To accompany is to give a new perspective to the person and his/her history, to believe in his/her potential in spite of everything, to help him/her to become aware and to develop, whatever his/her current state may be”*.³



On the one hand, professional accompaniment establishes a professional link with the young person by listening to him or her and recognising the need to guide him or her in the resources he or she needs for his or her individual and integral process of emancipation. On the other hand, voluntary accompaniment, through the figure of the mentor, aims to establish a personal relationship that is based more on emotional ties than on a professional relationship, based on affinity and trust. An opportunity to:

- > **Expand his or her own network**
- > **Get non-institutionalised support:**
 - that relies on his or her responsibility, respect, mutual recognition and his or her own commitment.
 - that offers him or her a different view of the world and counsels him or her, often confronting his or her beliefs and attitudes
- > **Make his or her resources and values known:**
 - to realise his or her own potential in an informal context
- > **Live an empathetic and enriching experience.**

³ L'Accompanyament Voluntari i el Vinclle Afectiu - Punt de Referència, 2008.

The combination of both accompaniments allows young people to find different supports for the different areas and needs of their lives; learning to create an emotional bond that provides them with support, security, self-esteem; enhancing their autonomy by learning to build their own support network and opening up a range of opportunities.

3.c Mentoring as a tool for social transformation

The voluntary accompaniment offered by the RoAD project is defined as a social mentoring relationship. We can define social mentoring as:

*An accompaniment that has the potential to strengthen the emotional well-being, access opportunities of youth and also changes the outlook of the volunteer and their close environment; thus further expanding the context and relationship opportunities. In this sense, social mentoring has a personal and community dimension at the same time.*⁴

*A social intervention tool that promotes the relationship between people who volunteer to provide individual support to another person who is at risk of exclusion. This relationship is motivated and tutored by a professional person.*⁵

*The mentor accompanies the person in making decisions, acquiring knowledge and academic and emotional skills, with the aim of favouring the personal and social development of the person being mentored.*⁶

In the RoAD project, professional support is offered to the young person and the relationship lasts 8 months. At the beginning, when the volunteer and the young person meet, accompaniment is carried out and little by little, through the meetings, it becomes, in most cases, an emotional and affective bond. The accompaniment itself can have a great impact on the young people and provide them with many resources. However, the affective and trusting bond, which is what the RoAD project aims to create, goes further: it provides a genuine interest in the other person that lasts over time, the security of being able to count on the other person, a relationship that meets the expectations of both people and co-responsibility. From the bond, resources and emotional support are provided.⁷

⁴ Punt de Referència, 2022

⁵ European Mentoring Charter, 2010.

⁶ Feu et al. 2009.

⁷ Punt de Referència, 2004.

The characteristics that differentiate a mentoring relationship from other types of relationships are:

EXCLUSIVITY The relationship that is established is interpersonal, face-to-face, generous, in which emotional bonding plays an important role.

INFORMALITY The low formalisation and bureaucratisation of the relationship differentiates it from what happens in an institutionalised framework. Thus, it is governed by clear guidelines that must be agreed between the parties.

EMPOWERMENT Decision-making always belongs to the subject, in this case, to the young person. The mentor shows the young person that he/she has confidence in his/her own problem-solving abilities

CONNECTIVITY Mentoring provides, at the same time, practical, training, housing, employment and leisure resources, as well as tools for managing relationships and emotions.

GUIDANCE In a mentoring relationship there is someone who has the role of accompanying and guiding. At the same time, it is intended that the person being guided acquires responsibility and initiative in his or her own process

BALANCE between autonomy and control. Participating in one's own life and letting go.

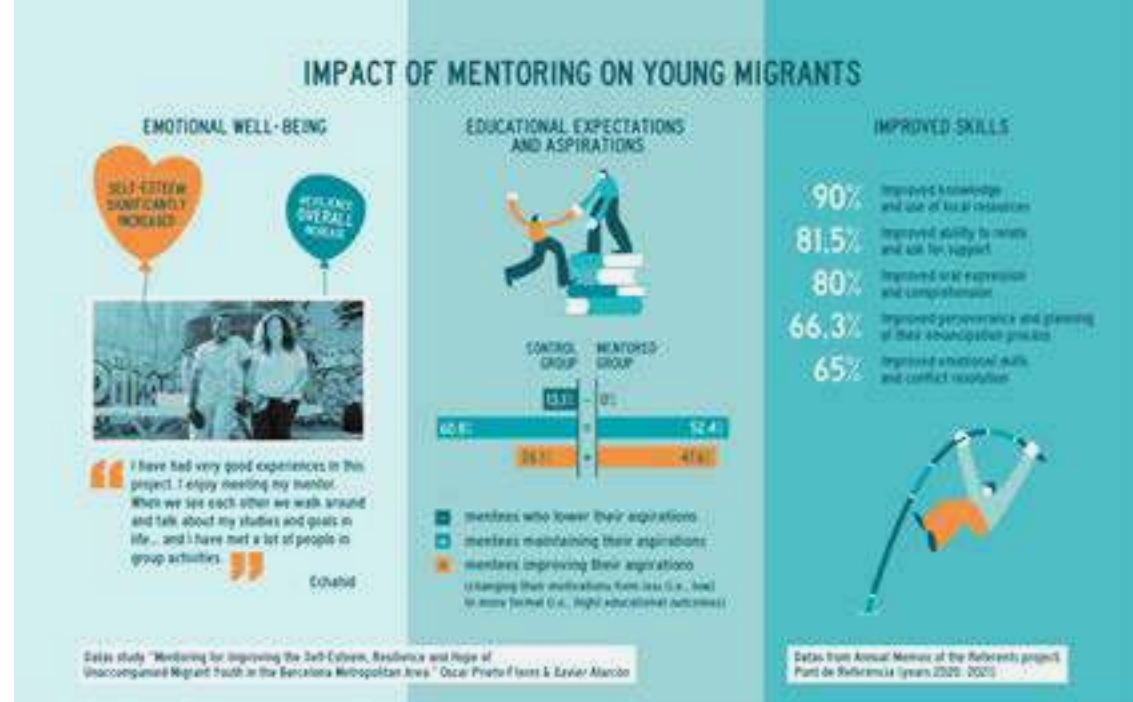
EMPATHY Facilitator of trusting relationships and informal support.

As explained below, the relationship of mentoring can provide young people and volunteers with multiple benefits.⁸

3.d Impact of the project

Participation in the project helps young people to improve their competence as well as their social and emotional capital. This is demonstrated by data from the study "Report on the impacts of mentoring relationships on the living conditions and social inclusion of young migrants" by Oscar Prieto-Flores and Xavier Alarcon (2020) and data from the Annual Report of Punt de Referència's "Referents" project (2020-2021), which were published in the framework of the Re-Generations project mentioned above (2021).

⁸ Punt de Referència, 2021.



COMPETENCE IMPROVEMENTS: these refer to improvements in relation to training, skills and attitudes. Through the mentoring relationship, young people increase their educational expectations, enhance and incorporate more social and communicative skills, awaken motivations, adopt favourable behaviours and have a more positive and proactive attitude towards their own emancipation process. They also broaden horizons and cultivate new challenges.

INCREASE OF SOCIAL CAPITAL: the relationship between mentor and young person fosters the knowledge of the territory, resources and culture, through their own experience and participation in cultural traditions and activities. From this experience, the young person has the opportunity to expand his/her own network of social relations, which can help to have more support and opportunities during the process of emancipation and throughout life.

IMPROVEMENT OF EMOTIONAL CAPITAL: one of the most significant difficulties identified in emancipation processes is emotional management. The relationship with the mentor facilitates the expression of difficulties, anxieties and feelings; at the same time, it provides tools for daily emotional management. The fact that they have a person by their side with whom they can confide their feelings gives them emotional stability and allows them to better focus their emancipation journey.

The **volunteers** who participate in the project also benefit from the experience and learn from it in various aspects. This is demonstrated by the research carried out by the DEP Institute (2022). This study analyses three dimensions: personal, community and interpersonal.

IMPROVEMENTS IN SKILLS/PERSONAL AREA: contact with a different reality generates in the volunteer the need to put into practice other skills and relationship tools different from the usual ones and, therefore, to incorporate new learning. Getting out of their comfort zone requires a certain attitude and reinforces their ability to resolve difficulties and strategies to face new situations.

INCREASE IN EMOTIONAL CAPITAL/INTERPERSONAL AREA: the fact of being able to help a person who is in a difficult situation generates personal satisfaction and well-being in the volunteer, which results in emotional improvements. As the volunteer incorporates learning and skills to build a relationship with the young person, he/she also learns to accompany him/her emotionally and, together, they foster the values of trust, self-confidence and the capacity for effort and self-improvement.

IMPACT ON THE CITIZENSHIP/COMMUNITY AREA: bringing different social realities into contact with each other facilitates the knowledge of close and often ignored realities. The nodes that occur between young people and volunteers have an impact on each of the networks, breaking down prejudices and stereotypes while promoting new opportunities and new learning. Overall, it brings us together as a society and helps to combat inequalities and discrimination.

Rhodes and Bouburg (2009) explain how mentoring relationships can challenge determinism and social reproduction, generating processes of social inclusion, because they promote confidence and belief in the potential of young people at risk of social exclusion. This improves their opportunities and increases their chances of success for an emancipation with guarantees and away from situations of exclusion.

As mentioned before, support in challenging moments, such as emancipation, are key to be able to face them. The different situation for UAMs is that in their network they do not find so many adult referents and they do not attach themselves so easily to them. Erickson, L. D., McDonald, S., and Elder, G. H. (2009) show that in advantaged settings, 85% of children have a natural mentor; in disadvantaged settings, only 45% have a natural mentor.

Mentoring, however, also has certain limits that need to be taken into account:

- It does not replace the family or the network itself. Natural bonds are very important in the process of personal development.
- It needs professional support, both in the orientation and guidance to build the relationship, bearing in mind the limits and possibilities, and for the young person to be able to access the more specific resources of the social care network and respond to the situation of vulnerability he/she is living in. There are also cases in which mentoring would not be the best intervention, either because the person is not willing or ready to create a link with an unknown person or because a voluntary relation is not the most appropriate response to the situation experienced.
- It is complementary to improving the context through public policy. Mentoring relationship can have an impact on youth and volunteer, on their daily lives, on their environment and foster social cohesion on a small scale; but without public policies that are committed to fighting social inequalities and fostering diversity and social cohesion, small actions will have a much smaller reach. If public policies transform the context, young people will have more opportunities to successfully emancipate themselves.

Mentoring is a very powerful and transformative tool, as we have seen so far, which, complemented by other areas such as structural changes, professional support and the improvement of the relationships of the network itself, can ensure that a young person under guardianship, at risk of exclusion has a full emancipation with guarantees, outside of social exclusion. However, it is important to know that, in mentoring relationships, we cannot control everything, as part of the bond of trust and the impact generated is through the relationship and the individual process of each young person. It is therefore important that we are guided by hope, trust and the belief that each young person can succeed.

“Hope is not the conviction that something will turn out well but the certainty that something makes sense, regardless of how it turns out.”
V. HAVEL

4. NOTES ON THE METHODOLOGY

The methodology of the training is mainly experiential, as we aim to involve volunteers in the role of mentor. We will focus on developing learning through the following methodologies: role-playing, case studies, facilitation of participants' ideas and involvement of testimonies in the training. Group dynamics allow the expression of each person and allow us to obtain more information from each of them.

We must also bear in mind that learning takes place through different senses and that each person acquires them in different ways: reading, listening, observing, debating and doing. Therefore, although mostly experiential, the training also incorporates bibliographical references, short explanations of key concepts and the viewing of short videos. The role of the technical person is to train, dynamize the sessions and observe in order to:

- Ratify the selection or outline the doubts that have not been resolved in the selection interview.
- Obtain more information from the participants in order to make a suitable match.
- Learn more about the skills and personality characteristics of the participants in order to better orient them in the role of mentor once the volunteer has started.
- Bring to the group issues that are important for the mentoring task and that are observed, in the interventions of the participants, to be unsufficiently clear.

With reference to this last task of bringing topics to the group, it is important to be able to facilitate the training sessions by paying attention to what is going on in the group and adapting to what the group needs; in a balance between the established guidelines and the necessary flexibility to make it a meaningful training for the group.

Throughout the experiential training, the feedback we give to the participants as facilitators will be key to the learning and the objective we are pursuing. These feedbacks will allow for nuance, direction and guidance to ensure that the mentoring role and the limits and possibilities of the relationship are understood and learned.

SOME RECOMMENDATIONS FOR GOOD FEEDBACK FROM THE GROUP FACILITATION ROLE ARE:

- > **Focus on the fact and not the person.**
- > **Talk about the observable aspects and not about the facts that have occurred.**
- > **Do not interpret what is felt or thought.**
- > **Focus on the impact on the other person at that particular moment.**

Finally, it should be noted that, in each of the sessions, we approach the proposed mentoring relationship from a different perspective in order to integrate and deepen the proposed accompaniment link.

5. STRUCTURE OF THE SESSIONS

	OBJECTIVES	COMPETENCES	CONTENTS
1^o session THE PROJECT	<p>Deepen the expectations and doubts of the volunteer through getting to know the project and the commitments of the volunteer.</p>	<p>PROCEDURAL AND PERSONAL</p>	<ul style="list-style-type: none"> • Introduction of the facilitator and participants. • Mentoring: basic concepts. • The project proposal: impacts and limitations. • Commitments established between the young person, the volunteers and the organisation.
2^o session YOUNG PEOPLE	<p>Learn to approach the reality of each young person with curiosity for the other and respect, getting to know some social aspects that are common to them and through their own testimonies.</p>	<p>SOCIAL</p>	<ul style="list-style-type: none"> • Life itineraries, personal situations, needs. • The social care network for children and young people. Reasons for entering the protection system and possible itineraries. • Importance of the intercultural perspective, diversity in the group.
3^o session THE MENTORING RELATIONSHIP	<p>Understand the characteristics, limits and possibilities of the proposed mentoring relationship, through the experience of a reference person.</p>	<p>RELATIONAL AND PROCEDURAL</p>	<ul style="list-style-type: none"> • The role of the mentor: limits and possibilities. • The cycle of the mentoring relationship. • The bond and how to establish it in the context of the mentoring relationship.
4^o session SKILLS AND COMPETENCES OF THE MENTOR	<p>Acquire communication and interpersonal skills to support and guide young people with respect and recognition, knowing how to create a bond of trust.</p>	<p>RELATIONAL</p>	<ul style="list-style-type: none"> • Communication: beliefs, obstacles and emotions. • How to guide through mentoring? Creating a respectful and constructive accompaniment. • Active listening and empathy.
5^o session PREPARING THE MEETINGS	<p>Learn the resources and skills necessary to prepare the first meetings with the young person, through case studies and taking into account the project's code of ethics</p>	<p>RELATIONAL, PROCEDURAL AND PERSONAL</p>	<ul style="list-style-type: none"> • Informal contexts and the establishment of objectives. • Resources available. • Confidentiality and the project's code of ethics. • The first meeting: aspects to take into account.

B3 DESCRIPTION OF THE SESSIONS

1 session the project



OBJECTIVES

To deepen the expectations and doubts of the volunteer through getting to know the organization, the project and the commitments of the volunteer.



COMPETENCES

PERSONAL: combination of skills, responsibilities and attitudes that underpin and guide the work of the mentors.

SOCIAL: understanding the context in which we interact and being able to assess our response to the situation experienced.



DYNAMICS



DURATION
2 hours

1. Welcome
2. Explanation of the structure of the session
3. Introduction of the organisation
4. Introduction of the participants: dynamics of the network
5. Mentoring: basic concepts
6. The RoAD project
7. Commitments of the volunteers
8. Closing

DESCRIPTION OF THE DYNAMICS

1. Welcome



DURATION
5 minutes

The aim is to welcome all the participants to the training; to introduce ourselves as the project's technicians and the persons who will accompany them throughout their voluntary work in the organisation; and to explain the contents of this first session.

2. Explanation of the structure of the session



DURATION
10 minutes

The aim is to present the training, each of the sessions, the contents, the people we will invite (e.g., previous mentors) and to clarify any doubts that may arise.

MATERIALS

- Structure of initial mentoring training sessions
- Schedule of the sessions

3. Introduction of the organization



DURATION
10 minutes

The introduction of the organization will focus on providing a comprehensive overview of its mission, vision, and key objectives. It will present a clear description of the organization's purpose, its target audience, and the specific areas of work it engages in. The scope will cover the organization's history, highlighting its founding principles and major milestones achieved along the way. Additionally, the introduction will outline the organization's core values and the guiding principles that underpin its operations. This provides volunteers with the necessary knowledge and context to be effective contributors. It aligns their efforts with the organization's objectives, enhances their understanding of the target audience, and reinforces ethical and responsible engagement in their volunteer work.

4. Introduction of the participants: dynamics of the network



DURATION
35 minutes

In this dynamic, the participants of the training will introduce themselves and present their expectations and doubts about volunteering through three questions, which they will first answer individually and then share them with the group through the dynamic "The network":

- a. Who are you?
- b. What motivates you to be a mentor?
- c. What fears or doubts do you have?

Remember that, to introduce themselves, they can choose the information they want to share with the group that seems relevant to them. The sharing, on the one hand, is a good moment for them to start getting to know each other's as a group, since from now on they will share this space of learning and experiences. The group and the group feeling that can be generated will also offer them support during the volunteering and will be the particular space that will make them feel that they are part of a bigger project and of an organization.

Through the dynamic of introduction, participants will also be able to see the diversity of profiles and motivations that exist in the group. This diversity is a source of richness as a group: more different experiences, more diverse points of view on reality, more resources to face situations. Moreover, it is a sign that we have made this selection thinking about the diversity that exists among the group of young people who participate in the organisation. It is important to bear in mind that each young person is unique, as well as each of the volunteers and each of the mentoring relationships that will be created. On the other hand, we will work on the expectations and the doubts or fears that the participants may have. In the sharing session, we will return to each person the expectation and/or doubt that they have expressed in order to begin to focus on the framework and the limits of the mentor figure.

At the end of the round of introductions, while the participants hold the network, we invite them to reflect on their support network: here we have built a network, which on the one hand allows us to know a little about the people with whom we will share this process, and allows us to know the motivations and fears of others, which helps us to "normalise" emotions such as fear or feelings such as insecurity. This dynamic is also an invitation to reflect on our own emancipation process: Which support network was important for you when you faced your emancipation process? Can you imagine having to go through this process without a network? In a foreign country? With a culture and language very different from your own? We can list on the blackboard the contributions that you made throughout the dynamic in order to be able to compile the most relevant ones at the end of the round table.

Finally, we will collect the papers so that we can keep a record of the information, which can later be used to continue working on expectations or fears in the following sessions.

MATERIALS

- S1: Creating a network
- Appendix 1

5. Mentoring: basic concepts

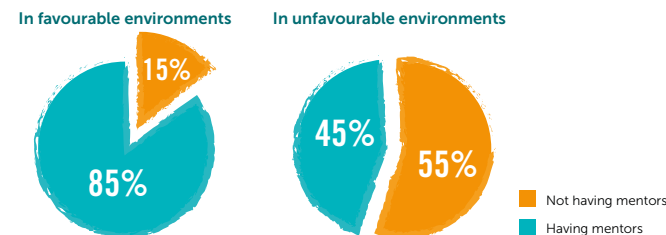


These dynamic aims to introduce the participants to the basic concepts of mentoring, engage them in an interactive activity, and provide them with an understanding of why mentoring is important and the different forms it can take.

- a. Begin with a dynamic activity to introduce the concept of mentoring. Show several images of fictional mentoring pairs to the participants. In pairs, ask the participants to choose five key words that they think define the relationship established between the mentor and mentee in each image. Afterward, gather the lists of key words from each pair and collectively define the mentoring relationship. Highlight the key principles, such as the bond or relationship, trust, informality, and volunteering. With professional accompaniment, add any additional words or aspects that are deemed important. Allocate sufficient time for this activity.



- b. Provide an explanation of the definition of mentoring and discuss its key characteristics. Additionally, discuss the reasons that motivate the promotion of social mentoring processes. Highlight the fact that in advantaged environments, there is a much higher probability of having a mentor compared to disadvantaged environments (85% versus 45%). Emphasize the importance of mentoring in creating equal opportunities for individuals from all backgrounds. Use this Appendix as a reference or guide during this discussion.



Source: Erickson, L. D., McDonald, S., & Elder, G. H. (2009). Informal mentors and education: Complementary or compensatory resources?

- c. Conclude the session by showcasing the diversity of mentoring projects in Europe. Highlight different examples of mentoring initiatives that exist in various European countries. This serves to broaden the participants' understanding of the different forms mentoring can take and the impact it can have in different contexts.

MATERIALS

- S2: Basic Mentoring Concepts

6. The RoaD project



The project at hand is a social mentoring project designed to support Unaccompanied Minors (UAMs) in their journey towards adulthood and emancipation.

The following activities are proposed to introduce the project and provide participants with a comprehensive understanding. Participants will be informed about the objectives, characteristics, and phases of the project, as well as the potential impacts and limitations of the mentoring relationship.

This knowledge will help prepare them for their roles and responsibilities within the project.

- a. Start by presenting the cycle of the mentoring project and the concept of triangulation, highlighting the three key actors involved in the process: the volunteer mentors, the UAMs, and the technical team. According to the system the mentoring program is implementing more actors could be involved, especially in case of UAMs professionals work in shelters can play an important role either in the referral pathway and in supporting the mentoring relationship. Explain how these three actors work together to create a supportive and empowering environment for the UAMs.



- b. Provide an in-depth explanation of the RoAD project. Discuss the objectives and characteristics of the mentoring relationship, emphasizing the importance of accompanying the UAMs in their emancipation process. Define what emancipation means in this context and outline the various phases of the project, from the initial engagement to the final transition to independent living.
- c. Complement the explanation by discussing the impacts and benefits of mentoring for both the youth and the volunteers. Highlight the positive outcomes that can arise from the mentoring relationship, such as improved self-confidence, increased social integration, and enhanced life skills. Additionally, address the limitations and challenges that mentoring may encounter, such as the potential for unequal power dynamics or the need for ongoing support and training for the volunteers.

7. Commitments of the volunteers



Participation in the project is voluntary. As such, the rights and duties are specifically set out in the Volunteer Commitment that each organization follows. Hand out a copy of the commitment to each person, highlight each of the points, and clarify any doubts. Explain that the commitment is not signed at this point, but only when the young person is matched, as that is when the actual voluntary commitment begins.

We will take advantage of this moment to request one last piece of documentation, which is the authorization of image rights. We will explain the document and distribute a copy to each participant in the training.

MATERIALS

- Volunteer Commitment Document
- Personal Data Consent Statement

8. Closing



DURATION
5 minutes

We will conclude by thanking the participants for their participation and reminding them of the time, day and place of the next session. If there is time, we can take a group photo at the conclusion of the training.

ELEMENTS TO BEAR IN MIND!

- > **This is the moment to welcome the participants and provide all the information about the project and the volunteering framework.**
- > **Make the diversity of the group visible as a richness and a mirror of the diversity of young people abroad and at risk of exclusion.**
- > **Know how to redirect and limit expectations and fears about volunteering that have to do with prejudices and links that we are not looking for, for example, overprotection.**

2 session young people

OBJECTIVES

Learning to approach the reality of each young person starting from curiosity for the other and respect, knowing some social aspects that are common to them and recognising diversity and interculturality, through their own testimonies.

COMPETENCE

SOCIAL: to understand the context in which we interact and to be able to assess our response to the situation we are experiencing.



DYNAMICS



DURATION
2 hours

1. **Welcome**
2. **Getting to know them through their voices**
3. **The child protection system, resources for emancipation**
4. **Importance of intercultural perspective: the opening boxes dynamic**
5. **Some references for further information**
6. **Closing**

DESCRIPTION OF THE DYNAMICS

1. Welcome



DURATION
5 minutes

We will begin the session by warmly welcoming all the participants. We will then take the opportunity to review the key aspects of the last session, with a specific focus on the role of the volunteer as a mentor. These important aspects include:

- Providing respectful and constructive support in the journey of a young person's emancipation.
- Maintaining confidentiality in all interactions.
- Receiving professional support from the technician.
- Committing to weekly meetings for a duration of 8 months, with the intention of building a lasting relationship beyond the project.

To engage the participants and encourage their active participation, we can ask them to recall the most impactful aspects of the previous session. They can share what impressed them the most and also express any doubts or questions they may have for today's session. We can facilitate this discussion by opening the floor for participants to share their thoughts directly, or alternatively, we can have them engage in a whispering activity in pairs first and then gather their collective input.

Finally, we will outline the main focus of this session, which is to explore the realities of the young people through their video and audio testimonies. By sharing their stories, we aim to gain a deeper understanding of their experiences and perspectives.

2. Getting to know them through their voices



During this session, we will watch videos where Unaccompanied Minors (UAMs) and young adults share their life experiences. The trainers should carefully select videos that will help the volunteer mentors better understand the realities of the youth they will be accompanying.

As we watch these videos, each participant will have a guideline card with specific questions to observe and reflect upon:

- a. What is the profile and objective characteristics of the youth we will be accompanying?
- b. What has their life experience been like so far?
- c. What are their current needs in relation to their emancipation process?
- d. How does the society in which these young people live behave towards them?
- e. What doubts do I have as a mentor?

We will go through five rounds, focusing on each question. After watching the first video, participants will have 5 minutes to jot down their thoughts and reflections. They will then have 5 minutes to share their insights in groups of three. Finally, we will reconvene as a large group, where each group will share the most important points they discussed. We will clarify any doubts, address any comments deemed necessary, and write down the key takeaways on the blackboard.

This dynamic will be repeated for the remaining videos.

Throughout the exercise, it is important to keep in mind the following key information:

- Each young person is unique, with their own individual experiences and circumstances.
- The testimonies shared in the videos are specific examples and should be considered within their particular contexts.
- Profiles of the young people include those who migrated as unaccompanied minors, arriving in a new territory without family or support networks. Family realities in their countries of origin may vary, and in some cases, may be non-existent.
- Each young person has their own unique trajectory, but they all share experiences of adversity during their childhood and, in most cases, have gone through the migration process. This migration experience often involves dealing with racism, prejudice, and feelings of exclusion, with limited opportunities to connect and build support networks.

- The needs of these young people encompass various areas such as educational support, job searching, healthcare, managing relationships, creating future plans, and emotional support. The mentor's role is particularly crucial in providing emotional support, as having someone to count on can be immensely meaningful for them.
- In some cases, if the migration process is recent, additional support may be needed for language acquisition, familiarizing themselves with the local environment, understanding cultural differences, navigating administrative procedures, and addressing anxieties related to the change and distance from their home country and networks.

The testimonies from the videos may raise questions about the social care network and available resources. We will take the opportunity to create a map on the blackboard, noting down relevant information, services, or questions that arise. This will serve as a reference for future discussions and to ensure participants have a better understanding of the complex realities faced by the young people. It is important to maintain confidentiality and use constructive language, highlighting the potential and possibilities of the young people.

When the mentored young person requires specific and specialized support, the technical team will provide guidance to both the mentor and the young person.

To conclude the dynamic, we will review the main content discussed, emphasizing that each young person is unique, highlighting the different profiles and common characteristics, as well as the current needs for support in their journey towards emancipation.

MATERIALS

- Video selected by the trainers/facilitators
- **S3:** Young People: Profile, Background, Needs and Context
- **Appendix 2**

3. The child protection system, resources for emancipation



During the video viewing, various services and processes related to the child protection system and social care network may have been mentioned by the young people in their stories. We can document these on a piece of paper or the blackboard for future reference. To facilitate the collection, the key words that emerge from the videos can be categorized into the following groups:

- a. Child protection system
- b. Administrative documentation processes
- c. Education
- d. Employment
- e. Housing
- f. Financial matters
- g. Other aspects (emotional well-being, relationships, leisure, etc.)

We will complete the table with any key words or information that may have been missed and address any doubts that arise. It is crucial to emphasize the diversity of life situations among the young people who will be participating in the project and to ensure that we address the questions raised during the session, keeping this principle of diversity in mind.

4. Importance of intercultural perspective: the opening boxes dynamic



DURATION
20 minutes

The session aims to promote awareness, empathy, and a deeper understanding of the unique experiences and identities of the young people involved in the project.

1. The facilitators can collect data on the place of birth of the young people in their region and create a graph to visually represent this diversity. This graph can serve as a starting point for reflecting on the various profiles and situations that exist within the group of young people in care, out-of-care, and at risk of social exclusion. By visually demonstrating the diversity of backgrounds, it highlights the importance of understanding and respecting the unique circumstances of each individual.
2. The "Opening Boxes" dynamic can be conducted by first showing the video "All that we share," which emphasizes the shared humanity and interconnectedness of individuals. After watching the video, the facilitators can pose a series of questions to the group to encourage reflection on stereotypes, prejudices, and the need to recognize and embrace each person's diversity. The discussion can also touch upon the concept of interculturality, highlighting the principles of equality, recognition of diversity, and positive interaction as important foundations for fostering understanding and coexistence in an intercultural society.

MATERIALS

- **Video:** All that we share - <https://www.youtube.com/watch?v=NvDSSy8iDCQ>
- **S4:** Opening Boxes (only needed by the technician/facilitators)

5. Some references for further information



DURATION
10 minutes

Following there are some references participants can see for further knowledge:

- **Long-distance Runners:** documentary about three testimonies of young people who migrated as unaccompanied minors.
- **The Secret Language of Flowers:** a novel about the life of a young girl who has been in foster care. It recounts the material and emotional difficulties she experiences, as well as the relationships she weaves.
- **Young People no Longer Under Guardianship:** the challenge of emancipation today. Compilation dossier on the situation of young people who are no longer under guardianship in Spain through specific data and testimonies.
- **Book: "In the Name of Identity" by Amin Maalouf:** the author presents various reflections on identity as a flexible and very broad concept, which, despite being unique to each human being, we easily fall into generalizations, stereotypes, prejudices and discrimination.
- **Book: "The Danger of a Single Story" by Chimamanda Ngozi Adichie:** the author reflects on the importance of giving a voice to all cultures, the need to recognize our human equality. Also, how power uses a single narrative to impose itself.

6. Closing



DURATION
5 minutes

To conclude the session, the facilitators will express gratitude to the participants for their active involvement and contribution.

They will also take a moment to remind everyone of the details regarding the next session, including the time, day, and location.

If there is any time remaining, the facilitators can initiate a round of sharing, inviting the participants to reflect on and share their key takeaways from the day's session.

This round of talking allows individuals to consolidate their thoughts, reflect on their learning, and express what they will carry with them from the session.

ELEMENTS TO BEAR IN MIND!

- > To emphasise that each young person is unique. They have lived their own path and have a specific starting point. Promote accompaniment based on their own uniqueness.
- > To help mentors learn to appreciate the diversity of ways of life and relationships, which will be a key point in volunteering.
- > To be able to transmit a constructive and positive language so that they learn to explain to third parties, non-participants of the project, the reality of youth and their role as mentors.

3^o session the mentoring relationship

OBJECTIVES

Understand the characteristics, limits and possibilities of the proposed mentoring relationship, through the experience of a mentor and case studies..

COMPETENCE

RELATIONAL: These are made up of a set of communicative and socio-emotional competences that enable us to establish a link with other people and with the environment.

PROCEDURAL: They refer to the skills, knowledge and tools to be able to develop the task and the role of mentors, in line with the goal of accompaniment established by the project.

DYNAMICS

 **DURATION**
2 hours

1. Welcome
2. First-person mentor, exploring the role of a Mentor
3. Case studies: What would you do if...?
4. Closing

DESCRIPTION OF THE DYNAMICS

1. Welcome

 **DURATION**
5 minutes

Facilitators will welcome the participants, review the previous session and introduce today's session.

2. First-person, dynamic exploring the role of a Mentor

 **DURATION**
1:20 hour

OBJECTIVE

The aim of this dynamic is to understand the role of a mentor, including its limits and possibilities, and the process of building a bond of trust through a specific experience.

PREPARATION

- It is suggesting facilitator contact a person with mentoring experience (former mentor) whose narration can help the group understand the role, limits, and possibilities of a mentoring relationship.
- Send a preparation script to the former mentor, requesting specific information about his/her experience.

PART ONE

1. INTRODUCTION:
At first facilitator outline the framework of the presentation and clarify the learning expectations. Emphasize that each mentoring experience is unique, as demonstrated in the previous sessions focusing on individual uniqueness.
2. Explain that the presented experience will serve as a first-hand example of the proposed mentoring relationship, allowing participants to observe its limits and possibilities.
3. Frame the presentation as a conversation and dialogue, encouraging participants to ask relevant questions. Ensure that key points for discussion are addressed using the preparation script.



PART TWO

1. Facilitator welcome the former mentor and ask him/her to introduce himself/herself and provide a brief description of the young person he/she mentored.
2. Allow the former mentor to share his/her story while participants ask questions. Ensure the conversation flows dynamically and highlight the key points of discussion.
3. Encourage an engaging and interactive session where participants can delve deeper into the mentor’s experience and gain insights.

PART THREE

1. Concluding Remarks: Thank the former mentor for sharing his/her experience. Summarize the lessons learned and the insights gained from the discussion.
2. Facilitator could use slides to visually represent the type of bond and the mentoring relationship cycle being sought.
3. Emphasize the following points:
 - The mentoring bond is built on respect.
 - The relationship takes place in an informal space.
 - The mentor aims to support the young person based on trust and confidence in their abilities.
 - Practical and emotional resources are provided as needed.
 - The bond is developed gradually, starting with getting to know each other, building trust, and eventually becoming a source of resources and a point of reference. It is a long-term process.

By the closing of this activity facilitator should highlight the importance of understanding that becoming a point of reference requires time, mutual understanding, and tested trust, just as it does in most relationships.

MATERIALS

- **S5:** Script for preparing the presentation of former mentor’s experience
- **PowerPoint:** Slide The type of bond and mentoring relationship cycle (former mentor)

3. Case studies: What would you do if...?

To begin with, we will explain to the group our understanding of the role of the mentor, the project’s accompaniment, and the relevant limits. We will connect these concepts with the experiences discussed earlier in the session and in previous sessions, building upon what has already been learned. Next, we will introduce the objective of the dynamic: to understand and apply the role of the mentor and the proposed accompaniment through simple and concrete cases.

Facilitator will divide the participants into five groups of three people and assign a different case to each group. They will have 10 minutes to discuss the case and come up with a possible response. While they work on the exercise, we will circulate among the groups to address any doubts that may arise. Afterward, we will gather the cases and each group will present their response. The other groups will have the opportunity to provide feedback, suggesting changes or additions based on the framework of mentorship relationship.

During the sharing and as part of the closing, we can display slides that highlight the principles of respectful accompaniment and the limits of the mentorship relationship. This will help reinforce the concepts discussed and provide a visual reference for the participants.

LIMITS OF THE MENTORSHIP RELATIONSHIP:

- > **Accompany the young person while respecting their own pace of decision making.**
- > **Accompany the process and not the result.**
- > **Accompany from personal and community resources, not from material considerations.**
- > **Give space to listening, silences and conversations that are meaningful to the young person.**
- > **Do activities within the economic possibilities of the young person.**
- > **Promote activities in the community to broaden the knowledge of new spaces and resources.**
- > **Establish together the expectations and the guidelines of the relationship.**
- > **Leave the meetings with more people for a later stage.**

PRINCIPLES OF RESPECTFUL ACCOMPANIMENT

- > The starting point is believing in people (El cercle de la motivació, V. Fuster)
- > Return a positive image
- > Showing acknowledgement and acceptance will facilitate the inclusive bond.
- > Be at their side, not in front of them. Respect their reality, their projects, their way of doing things, their pace, their right to make mistakes, etc.
- > Not wanting to run too much, it's a long-distance race.
- > Approach to the reality of the young person, from the start.
- > Think of meetings that both of you can enjoy and that are related to their present and future economic possibilities.
- > It is about giving and receiving: bearing in mind that the young person will receive a lot from you and that you can also receive a lot from them.

MATERIALS

- **S6:** Practical cases "What would you do if..."
- **Appendix 3**
- **PowerPoint:** Slides The principles of respectful accompaniment & The limits of the mentorship relationship

4. Closing



We will conclude by expressing our gratitude to the participants for their active participation and valuable contributions. Additionally, we will remind them of the date, time, and location of the next session.

ELEMENTS TO BEAR IN MIND!

- > To have a space to be able to clarify all doubts in the first person with someone who has gone through the same experience.
- > To buildBuilding To build thea mentoring relationship is a long-distance race: breaking the ice, getting to know each other, creating a space of comfort, starting to trust, contributing resources, confronting.
- > The boundaries of the mentoring relationship are intended to help create a relationship of guidance and autonomy at the same time.

4 session skills and competences of the mentor

OBJECTIVES

Acquire communication and interpersonal skills to support and guide young people with respect and recognition, knowing how to create a bond of trust

COMPETENCE

RELATIONAL: These are made up of a set of communicative and socio-emotional competences that enable us to establish a link with the others and with the environment

DYNAMICS



1. Welcome
2. Communication: beliefs, obstacles and emotions dynamic "the i-message"
3. Role-playing: mentoring accompaniment
4. Closing: the illusion of control

DESCRIPTION OF THE DYNAMICS

1. Welcome



DURATION
5 minutes

Facilitators welcome the participants, review the previous session and introduce today's session: Practising communication and relationship skills for mentoring.

2. Communication: beliefs, obstacles and emotions dynamic "the i-message"



DURATION
30 minutes

At the beginning of the session, the facilitators will explain the I-Message technique and its importance in communicating from one's own emotions and facts rather than from perceptions and interpretations. The I-Message Dynamic is derived from Nonviolent Communication. In the mentoring relationship, effective communication is crucial. It is essential that we prioritize and pay close attention to communication to provide appropriate responses, accompaniment, and to resolve any conflicts that may arise.

Adolescents and young people are in a critical stage of learning and acquiring necessary communication skills to express their needs effectively. Many of the young people we mentor not only face significant life challenges but also experience language barriers and cultural differences. Therefore, it is crucial to communicate without accusations or judgments and to actively listen, fostering dialogue. The process of premature emancipation they go through generates stress and burdens that they often have to face alone, lacking the necessary capacity or confidence to express their emotions. Hence, it is important for us to demonstrate empathy, flexibility, and openness. While respecting boundaries and ensuring our own needs are heard, we must act as guides in this process as mentors.

THEORETICAL ORIENTATIONS

The I-Message is a non-violent communication tool that promotes assertive communication by speaking from the first person's perspective. It aims to avoid escalating conflicts and increasing tension in interpersonal situations.

Non-violent communication encourages approaching others with empathy, moving away from judgment and rigid rules. It shifts the focus from labeling actions as "good" or "bad" to fostering honest communication with oneself and others.

Effectively utilizing the I-Message technique requires skills such as empathic listening, assertiveness, and the ability to find mutually agreeable solutions. To use the I-Message effectively, it is important to communicate from emotions and facts rather than relying on perceptions and interpretations. The technique involves:

1. Describing the situation.
2. Expressing feelings/emotions.
3. Clarifying the underlying reasons.
4. Verbalizing needs and requests for change.

For example: When you cancel a meeting half an hour before the agreed time, I feel disrespected and somewhat angry because I have organized my schedule, both at work and at home, to be here on time. I would appreciate it if you could also plan ahead and, if you anticipate having a difficult day, inform me in advance so that we can reschedule our meeting and have a peaceful and enjoyable time of sharing and getting to know each other.

As a second step for this session facilitator can propose the dynamic I-Message created by Daila & Nùria. The objectives from this activity are to understand the importance of not accusing, of not judging, and of showing a positive attitude that encourages dialogue. To practise new ways of communicating (the I-Message), feeling more aware of feelings and needs. And also to highlight the value to listen and communicate appropriately in mentoring relationships.

At the end of this session is proposed participants to watch the video "empathy vs. sympathy" and discuss in group.

MATERIALS

- S7: I-Message Daila & Nùria
- Appendix 4, Appendix 5
- Video: <https://www.youtube.com/watch?v=U8pRaj22MII>

3. Role-playing: mentoring accompaniment



DURATION
1:15 hours

In this session participants will be introduced with different cases that could be assign in any mentoring relationship. By forming groups and assigning different cases, participants will have the opportunity to discuss and prepare for role-plays. They will take on the roles of young people, mentors, and observers to simulate mentoring interactions. The activity aims to enhance participants' understanding of active listening, effective communication, empathy, assertiveness, setting limits,

conflict resolution, and providing support in mentoring relationships. The discussion following each role-play will allow for reflection on the experience and the application of communication and relational skills.

In this activity, participants will be divided into 5 groups of 3 people, with each group assigned a different case. The activity is divided into three parts.

1. **PART ONE** involves a 30-minute preparation phase, where groups will discuss the case and how they would act in the role-play.
2. **PART TWO** lasts 30 minutes and involves randomly selecting three cases for role-plays in front of the whole group.
3. **PART THREE** involves a discussion following each role-play. Participants will reflect on whether the young person felt listened to and accompanied, the emotions that came into play, and the communication and relational skills demonstrated

The activity concludes with a 10-minute round of sharing, where participants are asked to provide something useful for them as mentors. These responses will be collected and complemented with slides from the session on mentoring skills.

MATERIALS

- **S8:** Role Play: Different cases. Mentoring accompaniment
- **Appendix 6 , Appendix 7, Appendix 8, Appendix 9, Appendix 10,**

4. **Closing: the illusion of control**



To conclude this session, we will screen a fragment of the film Kung Fu Panda, which explores the theme of the illusion of control in mentoring and highlights the importance of believing in others and empowering them to grow. We would like to express our gratitude to all the participants for their active participation. We say goodbye and kindly remind everyone of the date and time of the next session.

MATERIALS

- Fragment of the film Kung Fu Panda where we reflect on the illusion of control in accompaniment: <https://www.youtube.com/watch?v=kj2l2v5xvcM>

ELEMENTS TO BEAR IN MIND!

- > **Communication is the fundamental tool we have to build the mentoring relationship.**
- > **It is more important what we say with our body than with words. It is important to have an attitude of listening and openness towards the young person.**
- > **The session is an opportunity to put ourselves in a situation. It allows us to observe the reactions of the future mentors to certain situations.**

5^o session preparing the meetings

OBJECTIVES

Learn the resources and skills necessary to prepare the first meetings with the young person, through case studies and taking into account the project's code of ethics.

COMPETENCE

RELATIONAL: These are made up of a set of communicative and socio-emotional competences that enable us to establish a link with other people and with the environment.

PROCEDURAL: They refer to the skills, knowledge and tools to be able to develop the task and the role of the mentor, with the objectives of accompaniment established by the project.

PERSONAL: combination of skills, responsibilities and attitudes that underpin and guide the work of the mentors.



DYNAMICS



DURATION
2 hours

1. Welcome
2. Mentoring meetings: informality and educational intentionality
3. Some available resources
4. Confidentiality and ethics: case studies
5. The first meeting: assignment and practical advice
6. Closing: next steps and evaluation

DESCRIPTION OF THE DYNAMICS

1. Welcome



DURATION
5 minutes

Facilitators welcome the group, review what was worked on in the previous session and briefly explain this session.

2. Mentoring meetings: informality and educational intentionality



DURATION
30 minutes

Facilitators can begin this session by explaining the importance of finding a balance between informality and guidance in mentoring meetings. To engage the participants, we can ask them to think of examples of activities that they believe can foster emancipation as mentors. Additionally, we can discuss whether these activities may vary depending on the stage of the mentoring relationship, such as the beginning or after 3 or 6 months. Next, we will introduce the concept of the emancipation wheel, which outlines the different areas and competences that we aim to develop in the mentoring relationship. This wheel will help mentors and professionals create objectives with the young person that align with these areas. To facilitate a better understanding of the competences involved, we will present various situations in pairs. Participants will describe which competences or skills are being practiced in each situation. Finally, we will share the different proposals and examine the advantages and disadvantages of each. It is important to emphasize that various approaches can be valid, as we all have different experiences and resources. The outcome will also depend on the specific needs and characteristics of the young person. However, regardless of the

situation, the key elements remain the same: informality and guidance within the mentoring relationship.

MATERIALS

- **S9:** Skills of emancipation
- **S10:** Practical Cases: informality and educational intentionality
- **Appendix 11, Appendix 12a-12b**

3. Some available resources



DURATION
15 minutes

At this phase of the training, it seems important to highlight the key role of the social resources in every mentoring relationship. Facilitators will provide an explanation of various resources that can be utilized to prepare mentoring meetings, highlighting when and how they can be useful. Additionally, facilitators could invite participants to contribute to the list by suggesting additional resources. The list of available resources could actually work for mentors and mentees as a map of resources available in the territory, emphasizing that it is a dynamic map that can be continuously updated. This map includes resources shared during group follow-up sessions, as well as through the volunteers' WhatsApp group or the app each organization choose for engaging good communication with the trained mentors.

MATERIALS

- **PowerPoint:** graphically designed map of resources of the territory

4. Confidentiality and ethics: case studies



DURATION
35 minutes

ETHICAL CODE

- Adhere to the aims and objectives of the project.
- Treat the young person with respect, dignity, and without discrimination.
- Avoid material exchanges during the duration of the program.
- Avoid abusing the power that comes with the role of mentor.
- Maintain a transparent relationship with the technical team and follow their guidance.
- Notify the technical team when a serious risk situation is detected in the young person.
- Maintain the confidentiality of the young people's information and all experiences shared in the group follow-up area.

In trios, participants will engage in discussions about case studies, focusing on confidentiality and the ethics of the mentoring relationship. Each group will be assigned two situations to analyse, and they will have 15 minutes to discuss the cases. Afterwards, the groups will reconvene for a joint discussion.

Some proposed cases for facilitators to use:

- Your mentee tells you that he/she often makes undesirable friendships.
- Your mentee explains to you that he/she has unprotected sexual relations.
- Your mentee asks you to give him/her money, and when you tell him/her that you can't do it, he/she insists.
- Your mentee explains to you that in the flat where he/she lives, they take food and steal.
- Your mentee reveals to you that she is pregnant.
- Your mentee reveals that accidentally his girlfriend is pregnant.
- Your mentee explains to you that his wallet has been stolen, and he has no money to get through the week.
- Your mentee explains that he has a bad relationship with his flatmates and that the other day they were going to get into each other's hands.

As the facilitator, it is important to consider the boundaries of the mentoring relationship and provide clear guidelines for maintaining confidentiality, especially in cases that are deemed high risk.

5. The first meeting: assignment and practical advice



The objective of proposing an individual reflection on how to approach the first meeting is to assist individuals in preparing for and maximizing the effectiveness of their initial mentoring session. Facilitators by addressing the supporting questions, individuals can gain clarity on their objectives for the first meeting, establish a plan for how to begin and end the session, determine what information about themselves would be beneficial for the young person to know, and identify potential areas of common interest.

Is suggesting facilitators to propose an individual reflection on how to approach the first meeting through the following supporting questions:

- What are your objectives for the first meeting?
- How would you like to begin and end?
- What would you explain to the young person about yourself that would help him/her get to know you? What aspects of my life might be interesting and relevant for the young person?
- What questions can you ask on the first day?

- How can you find out if you have common interests?
 - What do you expect from the mentoring relationship? What about him or her? How can you find out?
 - How do you establish ground rules, such as how you will contact each other, suitable meeting places, and mutually available times to meet?
 - Remember to schedule the next meeting. We will randomly share the answers with those individuals who are comfortable sharing.
- To conclude, we will provide the first meeting advice document. It is important to keep these guidelines in mind during the facilitation of the session in order to clarify the appropriate interventions.

MATERIALS

- **S11:** Advice for the first meetings

6. Closing: next steps and evaluation



Facilitator at the time of closing the training course for volunteers mentors will explain the upcoming steps, including the assignment matching process and how the mentoring relationship will be followed up. This is an opportunity to clarify how the relationship will be monitored, emphasizing the importance of providing weekly feedback, participating in group monitoring sessions, and assuring them of our continuous support throughout the project.

Lastly, we will express our gratitude for their participation in the session.

MATERIALS

- Evaluation of the training courses – Questionaries

ELEMENTS TO BEAR IN MIND!

- > **Understand, through examples, the balance between informality, empowerment and guidance in mentoring.**
- > **Be clear about the boundaries and the importance of confidentiality and ethics in mentoring.**
- > **Adjust expectations from the first meetings and renew the volunteer's commitment.**

SUPPORTING TOOLS

1 CREATING A NETWORK

OBJECTIVES

- To encourage participants to introduce themselves to each other.
- To encourage the expression of expectations, concerns, and doubts about volunteering.
- To promote group feeling and the recognition of diversity within the group.

MATERIALS

- Ball of wool
- Appendix 1 - Questionnaire
- Pens

PERFORMANCE



1. Provide each participant with a copy of Appendix 1, which contains three questions. They should answer these questions to prepare their introduction to the group and reflect on their expectations, difficulties, and fears regarding their participation in the project.

10 minutes

2. Gather the participants in a circle and explain the dynamics of the activity. The facilitator should say something like, “**One person takes the end of the wool, stands up, and shares the three questions they prepared individually. Then, they throw the ball of wool with their other hand to another participant, making sure not to throw it to the two people on their right or left.**” Each participant will take turns picking up the wool, sharing their answers, and throwing the ball of wool to someone else. This process continues until everyone has had a chance to share. As the activity progresses, a network-like figure will form with the wool.

When all participants have taken part, the last person will throw the wool back to the first person who started, thereby closing the circle. This activity allows everyone to introduce themselves, share their expectations, and express their fears about the mentoring process. The resulting network represents the connections between all participants.

25 minutes

3. After the activity, the facilitator should invite the participants to reflect on the importance of support networks. They can ask questions such as, **“What support network was important to you when you were going through your emancipation process?”** or **“Can you imagine going through this process without a network, especially in a foreign country?”**

5 minutes

4. By following these steps, the participants will have an opportunity to introduce themselves, share their expectations and concerns, and recognize the value of support networks in their volunteering experience. The activity aims to foster a sense of unity and understanding within the group.

QUESTIONNAIRE

APPENDIX 1

Creating a Network

BELOW YOU WILL FIND THREE QUESTIONS TO PREPARE YOUR INTRODUCTION TO THE GROUP AND ALSO TO THINK ABOUT YOUR EXPECTATIONS AND DIFFICULTIES REGARDING YOUR PARTICIPATION IN THE PROJECT.

Who are you?

.....

.....

.....

What motivates you to be a mentor?

.....

.....

.....

.....

.....

What concerns do you face?

.....

.....

.....

.....

.....

S2

BASIC MENTORING CONCEPTS

OBJECTIVES

Introduce the participants to the basic concepts of mentoring, engage them in an interactive activity, and provide them with an understanding of why mentoring is important and the different forms it can take.

ACTIVITY

- Defining Mentoring Relationships



DURATION
15 minutes

MATERIALS

- Sheets
 - Pen
 - Pictures from different pairs of mentoring couples
- As an example, facilitator can use the following picture:



PERFORMANCE

1. Prepare a set of images that depict fictional mentoring pairs. These images can be sourced from various online platforms or created specifically for this activity. Make sure the images represent diverse mentorship scenarios to encourage a comprehensive understanding of mentoring relationships.
2. Divide the participants into pairs. Provide each pair with a sheet of paper and a pen.
3. Display the first image of a mentoring pair to the entire group. Instruct the pairs to analyze the image and discuss the relationship between the mentor and mentee depicted in the picture.
4. Each pair should choose five key words that they believe define the relationship established between the mentor and mentee in the image. Encourage them to consider aspects such as the bond or relationship, trust, informality, and volunteering.
5. Allow the pairs sufficient time to discuss and decide on their key words.
6. Once all pairs have chosen their words, gather the lists of key words from each pair.
7. Facilitate a group discussion where each pair shares their chosen key words. As the words are shared, compile them on a whiteboard or flipchart for everyone to see.
8. Encourage the participants to discuss the similarities and differences in the chosen key words. Facilitate a conversation to collectively define the mentoring relationship based on the common themes and concepts that emerge.
9. As the facilitator, add any additional words or aspects that you believe are important to the definition of mentoring relationships. Share your professional insights and guide the participants towards a comprehensive understanding.
10. Summarize the key principles of mentoring relationships, emphasizing the importance of the bond or relationship, trust, informality, and volunteering. Ensure that the collective definition reflects these principles.
11. By engaging in this activity, participants will have the opportunity to analyze fictional mentoring pairs, collaborate with their partners to define the relationship, and collectively develop a comprehensive understanding of mentoring principles. This activity encourages active participation and enables the participants to reflect on the essential elements of a mentoring relationship.

S3 YOUNG PEOPLE: PROFILE, BACKGROUND, NEEDS AND CONTEXT

OBJECTIVES

Learning to approach the reality of each young person from the curiosity for the other and respect, knowing some social aspects that are common to them and recognising diversity and interculturality, through their own testimonies.

MATERIALS

- Video selected by the facilitators
- Appendix 2 - Questionnaire
- Pens
- Some videos as a proposal selected by PDR
- 📺 Video voice of a young girl in a self-catering flat
Minutes: 2:15 > 6:45
<http://www.ccma.cat/tv3/alicante/latituds/joves-extutelats/video/5628524/>
- 📺 Video voices of young migrants moving from the juvenile facility to self-catering flats
Minutes: 0:00 > 2:35 - 6:00 > 8:00 - 10:30 > 12:15 - 17:30 > 18:30
<http://www.ccma.cat/tv3/alicante/El-documental/Corredors-de-fons/video/4949211/>
- 📺 Video voices young migrants - experience Punt de Referència
<http://www.ccma.cat/tv3/alicante/programa/Creixer-de-cop/video/4851232/>
- 📺 Video Som Llabor – voices of young migrants and racism
Minutes: 1:15 > 4:30
<https://www.youtube.com/watch?v=gK-CuQVd1Fc>
- 📺 Video 18 + 1, young people and society: possibility to make a network, prejudice, background
Minutes: 1:10 > 3:10 - 5:40 > 6:48 - 9:50 > 10:27
<https://www.youtube.com/watch?v=54CnhWtUFA4>

QUESTIONNAIRE

APPENDIX 2

Young People: Profile, Background, Needs and Context

WE WILL GIVE YOUNG PEOPLE VOICE THROUGH VIDEO. WHILE WE LISTEN TO THEM, THINK ABOUT:

What are young people under guardianships, out of guardianship and in a situation of social vulnerability like?

.....

.....

.....

What has been their life experience so far?

.....

.....

.....

What needs do they have at this moment (regarding their emancipation)?

.....

.....

.....

How is the society in which these young people are growing up?

.....

.....

.....

S4

OPENING BOXES

OBJECTIVES

- To raise awareness of the importance of recognizing and valuing diversity.
- To explore the dynamic concept of identity.

PERFORMANCE:



DURATION
20 minutes

1. Participants are invited by facilitators to reflect on the diversity of people who coexist in the region, using the designed graph.
- The following question is discussed:

Is it easy to achieve good coexistence and social cohesion when there are so many differences in a society?

- 📺 Video Everything We Share is projected, and participants are engaged in a discussion about its interpretation <https://www.youtube.com/watch?v=NvDSSy8iDCQ>.
- The following guiding questions are subjected to be used:
 - a. Was identification made with any of the boxes shown in the video?
 - b. Are participants put into a particular box by others? How does this affect them?
 - c. Were certain boxes found to be more sympathetic than others? If so, which ones and why?
 - d. Has anyone ever made assumptions about a person's placement in a box based on their appearance? Were they surprised by the group where some of the people in the video placed themselves? Why do they think this happens?

2. Theoretical orientations are provided about the stereotypes and prejudices faced by young people who have lived under the Protection System or have migrated alone. Participants are encouraged to think of specific examples.
3. Emphasis is placed on the significant impact of prejudices and stereotypes on the opportunities and self-esteem of young people. It is highlighted that these biases can hinder their emancipation and emotional well-being. The importance of recognizing and challenging our own biases when participating in a project like Referents, which aims to support individuals facing discrimination and marginalization, is emphasized.
4. The concept of interculturality and its relevance when accompanying young migrants is discussed. The three key principles of interculturality are presented:

1° EQUALITY

The importance of promoting equality and combating exclusion and discrimination based on origin and cultural differences is emphasized.

2° RECOGNITION OF DIVERSITY

The value of recognizing, valuing, and actively utilizing socio-cultural diversity for cultural enrichment, as well as economic and social development, is highlighted.

3° POSITIVE INTERACTION

The importance of positive interaction and unity in diversity for intercultural coexistence is explained. Contact, mutual knowledge, and dialogue are encouraged as ways to strengthen a sense of belonging and cohesion in society.

5 SCRIPT FOR PREPARING THE PRESENTATION OF FORMER MENTOR'S EXPERIENCE

OBJECTIVES

- Exploring the role of a mentor.

For the better preparation of the session, facilitator/trainer is suggested to contact a former mentor and further discuss for the idea of this activity. Facilitator could share with the mentor a script scenario with questions to be answered during the session. Below are some proposals for the preparation both of the former mentor and the facilitator.

PERFORMANCE

1. Introduction:
Could you please introduce yourself and share a bit about the young person you mentored?
2. When did you meet?
Could you tell us when you first met the young person you mentored?
3. Beginning and Evolution of the Relationship:
We're interested in hearing about the beginning of your mentoring relationship and how it evolved over time. Please share some important points, how it changed, any difficulties you faced, and feel free to share any anecdotes that highlight the importance of giving and receiving support.
4. Limits of the Mentor/Mentee Relationship:
Let's talk about the limits or boundaries of the mentor/mentee relationship. Could you provide us with an example or situation that illustrates these limits?

5. Meeting Preparation:
How you prepared for your mentoring meetings? What types of activities did you engage in? How did you ensure you were attentive to the needs of the young person? And how did you decide what activities to undertake together?
6. Accompaniment from the Project's Technician and Group:
During your mentoring journey, how did the project's technician support you? And how did the group of mentors provide assistance or guidance?
7. Benefits for the Young Person and Yourself:
Reflecting on your experience, why do you think the mentoring relationship was useful for the young person? And what benefits did you personally gain from being a mentor?
8. Advice for New Mentors:
Could you share a piece of advice that you would give to new mentors who are just starting their mentoring journey.
9. Thank mentor for sharing their insights and experiences with the group.

S6 PRACTICAL CASES “WHAT WOULD YOU DO IF...”

OBJECTIVES

- To understand and apply the role of the mentor and the proposed accompaniment through simple and concrete cases.

PERFORMANCE



DURATION
30 minutes

- Introduction:
 - The facilitator will explain the objective of the activity, which is to deepen the understanding of the mentor's role and the accompanying framework through real-life scenarios.
 - Participants will be divided into five groups of three people each.
 - Each group will be assigned a different case study to analyze.
- Case Study Discussion:
 - Participants will have 10 minutes to discuss the assigned case study within their groups and come up with a possible response or solution.
 - The facilitator will circulate among the groups, providing guidance and addressing any doubts that may arise.
- Group Presentation and Feedback:
 - After the discussion time is over, each group will present their response to the entire group.
 - As each group presents, the other groups will have the opportunity to provide feedback, suggesting changes or additions based on the framework of the mentorship relationship.
 - The facilitator will encourage constructive discussions and highlight key insights that emerge during the presentations.
- Conclusion:
 - The facilitator will thank the participants for their active participation and engagement in the activity.
 - Any final remarks or important points related to the cases and discussion will be summarized.

- The facilitator will remind the participants of the next session's date, time, and location.

The actual case studies for the activity should be prepared in advance and relevant to the context and objectives of the mentorship program.

QUESTIONNAIRE

APPENDIX 3

Different scenarios

- THE YOUNG PERSON IS LOOKING FOR A JOB
How would you help him or her?
- THE YOUNG PERSON TELLS YOU THAT HIS/HER WALLET HAS BEEN STOLEN (WITH HIS/HER ID, MONEY AND CREDIT CARD) AND HE/SHE DOESN'T KNOW WHAT TO DO.
How do you advise him/her?
- IT'S THE YOUNG PERSON'S BIRTHDAY. YOU'VE KNOWN EACH OTHER FOR THREE MONTHS.
Are you thinking of giving him or her a present? If so, what would you choose?
- YOU HAVE KNOWN THE YOUNG PERSON FOR SIX MONTHS AND HE OR SHE HAS NEVER CALLED YOU, NOR HAS HE OR SHE PROPOSED ANY ACTIVITY.
What conclusions do you draw?
- YOU'VE KNOWN EACH OTHER FOR EIGHT MONTHS. THE YOUNG MAN OR WOMAN CALLS YOU TO TELL YOU THAT HE OR SHE HAS BEEN KICKED OUT OF THE FLAT AND THAT HE OR SHE HAS BEEN LEFT OUT ON THE STREET.
He/she doesn't know what to do. What do you do?

S7

I-MESSAGE DAILA & NÙRIA

OBJECTIVES

- To understand the importance of avoiding accusations and judgments and promoting a positive attitude that encourages dialogue.
- To practice using the I-Message technique and develop awareness of feelings and needs.
- To recognize the importance of effective communication and active listening in mentoring relationships.

PERFORMANCE



1. Facilitators explain to the group the concept of the I-Message and its purpose, which is to express feelings and facts rather than relying on perceptions and interpretations.

Structure of the I-Message:

- **When... happens** > facts
 - **I feel...** > emotions/feelings
 - **Because...** > needs
 - **And I'd like to...** > request - open to hearing a "no" to the request.
2. Divide the participants into trios and ask them to choose their roles (mentor, young person, observer) without revealing the dynamics of the activity.
 3. Provide Appendix 4 or 5 for them to read. They don't have to share their opinions about the case.
 4. Facilitator ask the participants to use the I-Message technique. Each person in the trio (mentor and young person) expresses how they felt about the given situation. The observer takes note of what transpires. Observe if the person expresses facts, identifies emotions and feelings, explains the reasons for their emotions, and suggests future approaches to dealing with the conflict. Observe the recipient's reaction, their use of eye contact, how they respond to silence, and whether they maintain the conversation using the technique or resort to judgment and accusations.

5. Share experiences as a group:
How did you feel during the activity?
Was it easy or difficult? What challenges did you encounter?
How can these challenges be addressed?
Do you find this communication technique useful? Why?

CASE

APPENDIX 4

Daila & Nùria

“The young man is called Daila, he is of Afghan origin and a practising Muslim, he arrived in Catalonia 2 years ago, lives in a welcoming centre and learns Catalan and Spanish at the Casal dels Infants with the hope of being able to enter a Training and Insertion Programme in Electricity next year. It's been a month since he met his mentoress and the meetings have always been positive. This week, she suggested that they go to the Holi Festival of Colours together, as she thinks it could be a fun activity to share. She tells him that her partner will also be there, so he'll get to know him. She explains it to him by WhatsApp and the young man replies that yes, OK. They arranged to meet at 10 in the morning.

On Sunday, she comes to Barcelona by car with her partner. When they arrive at the Holi Festival, they have trouble finding parking. He had arrived a while ago. In the end the mentoress decides to get out of the car and go to look for him. When she arrives, she sees that he is dressed in nice clothes and is carrying a backpack. She tells him that she can only stay for half an hour and, considering that he is always smiling, he makes a bad face. She decides to leave him the clothes she is carrying in the car so that he doesn't get dirty, but he insists that he doesn't want to. He doesn't want to go inside the crowd either and she insists. She thinks that he'll like it when they're inside.

In the end the young man agrees. When they are inside, they see a sign from some girls saying: "We give hugs". The mentoress laughs, but instead he replies: "They mean that they fuck for free!". The mentoress gets angry, she doesn't understand his attitude or what is happening to him today. She doesn't answer. Suddenly, the painting festival starts, the young man turns round and tells her that he's leaving because he has soiled his shoes and his new backpack and that they'll see each other sometime. The mentoress gets very angry at that moment. They say a rude goodbye and leave.



CASE

APPENDIX 5

Fátima & Carles



Fátima arrived from Honduras three years ago, she is 20 years old, lives in an assisted flat and is studying for a course in personal assistance. She has a difficult background in which she has experienced different situations of abuse, so it is hard for her to trust other people.

This is the second day you meet each other. You are waiting, she arrives late and you decide to contact her by WhatsApp, but you realise that she doesn't receive your messages. So 30 minutes later, you call her. When you call her, she tells you that she also went to the meeting but that you weren't there and that she couldn't call you. You don't understand it, so you ask her where she has been waiting for you. She tells you that she went to Jaume I square on the corner where there is a cafeteria. You're also in the square, but in front of the pastry shop and you've been talking for ten minutes with a friend you've met.

You try to meet up with her that same afternoon, but she has already left and tells you she has to go to the flat where she lives because she has to go and help one of her mates who has lost her house key and can't get in. You try to arrange another alternative date, but she doesn't know when she'll be able to meet because she's waiting for her lawyer to explain to her how to request the criminal record certificate. You agree that you will be in touch again in a couple of days.



S8

ROLE PLAY: DIFFERENT CASES.
MENTORING ACCOMPANIMENT

OBJECTIVES

The dynamic aims to acquire communication and interpersonal skills to support and guide young people with respect and recognition, knowing how to create a bond of trust.

PERFORMANCE



DURATION
1h. 15minutes

Facilitators will divide the participants into 5 groups of 3 people and deliver to each group a different case. Then, facilitator will provide them with the guidelines for the activity.

1. The objective is to prepare for the role-plays by discussing the case and how they would act, followed by an initial staging in small groups. In the small group role-play, one person will play the role of the young person, another person will play the mentor, and the third person will act as the observer.

20 minutes

2. Three cases will be randomly selected for role-play in front of the whole group. In this case, the facilitator will take on the role of the young person, and one of the volunteers will act as the mentor. The chosen group will first read the case, and then the role-playing will take place.

When playing the role of the young person, it is important to consider:

- The details described in the case.
- A young person whom you know well and whom you are familiar with as a mentor.
- Common difficulties that mentors usually encounter, such as cultural and generational differences, communication challenges, uncertainty in responses, monosyllables, long silences, etc.

30 minutes

After each role-play, there will be a discussion about what happened.

SOME QUESTIONS THAT CAN BE ASKED TO STIMULATE THE DEBATE:

- Do you think the young person felt listened to and accompanied?
- Were there any emotions involved? How did you notice this?
- What communication and relational skills do you think were put into practice?

As the facilitator, it is important to focus on the main aspects in this activity, such as active listening, communication, empathy, assertiveness, flexibility, setting limits, providing support during emotionally complex moments, understanding the underlying dynamics in complicated interactions, managing frustration that may arise from the young person's decisions, conflict resolution between mentor and mentee, and providing guidance and support in mentoring relationships.

Additionally, the cases presented may generate discussions around topics such as cultural diversity, abusive relationships, support in mild mental health situations, etc.

Furthermore, we will take advantage of this activity to emphasize the importance of confidentiality in the mentoring relationships we have with young people.

5 minutes for each role play

3. Participants will be asked to share something that they found useful as a mentor. We will collect their responses on the board and complement them with slides from the session on mentoring skills.

10 minutes for each round

CASE HISTORY 1

APPENDIX 6

We Work on Skills to Become Mentors

You have known each other for three months; you have a good relationship with the young man and now you feel that he is a demanding person. What you find most difficult is the fact that the young man is very anxious. This morning he called you 10 times at 9 o'clock in the morning until you called him back. When you got on the phone you noticed that he was very nervous. Without greeting you, he asks you with a strong and direct tone to tell him how he has to go from the place where he is to Provença street no. 230 where he has an appointment for a job interview, to which he is arriving late. You try to calm him down, but he doesn't let you, he speaks badly on some occasions demanding you to help him, finally you ask him to tell you where he is and explain to him how to find the nearest metro to get there. Once he's found it, he puts down the phone and doesn't call you again.

What do you do?

- DISCUSS THE SITUATION AS A GROUP AND DECIDE HOW YOU WILL ACT IT OUT.
- THE ROLE-PLAY THAT YOU SHOW TO THE GROUP MUST INCLUDE THE SITUATION PRESENTED IN THE CASE AND HOW YOU WOULD ACT AS A MENTOR.

20 minutes

OPTIMAL ANSWERS

For a few days I wait for him to contact me. If he doesn't, I will contact him.

If he hasn't contacted me after the interview, I will call him one or more days after the interview to find out how it went and to collect elements that we can work on the next time we meet.

I congratulate him on getting a job interview. I ask him how it went.

I explain how I felt about his communication in an assertive way, without getting upset and avoiding confrontation with the young man.

I remind him that I can't always be at his disposal.

I suggest that he reviews how he could have anticipated/foreseen this situation to avoid the anguish that it generated and the tension in the communication that we had.

CASE HISTORY 2

APPENDIX 7

We Work on Skills to Become Mentors

You have known the young girl for two months; she has always arrived on time and you have established a good relationship. You think the girl feels comfortable and is beginning to trust you. But on the last two meetings she hasn't turned up and when you talk to her on WhatsApp, she tells you that everything is going well. The first time, when you remind her that you had a date, you tell her that you have a lot of work to do and that you are making an effort that she also has to make; then she excuses herself by telling you that she has forgotten. But the following week the same thing happens again. You have a new appointment today, 1 hour at dinner time because you have no more time, and she shows up half an hour late, very happy, explaining to you that she's been accepted for the internship and that she's starting tomorrow.

How does the meeting unfold?

- DISCUSS THE SITUATION AS A GROUP AND DECIDE HOW YOU WILL ACT IT OUT.
- THE ROLE-PLAY THAT YOU SHOW TO THE GROUP MUST INCLUDE THE SITUATION PRESENTED IN THE CASE AND HOW YOU WOULD ACT AS A MENTOR.

20 minutes

OPTIMAL ANSWERS

I congratulate her for having been selected for the internship.

I listen attentively to her reasons for arriving late, avoiding prejudging.

I express my discomfort in an assertive way, making sure that the young woman understands my position.

I agree with the girl on the duration of this meeting, adjusting it to finish at the scheduled time.

I remind the girl of the agreements made about the duration of the meetings and the need to give advance notice if she is late.

CASE HISTORY 3

APPENDIX 8

We Work on Skills to Become Mentors

You've known the young girl for a month and today she's more worried than usual. After prodding her a bit to explain, she tells you that she's received a call from home: her parents are going through a particularly difficult economic time, and they don't understand why she's not sending them money, as planned. She doesn't work (nor does she have permission) and is studying as much as she can (and despite the difficulties, with positive results). Although she has explained it to them many times, her parents insist that they need her help.

What do you do?**How do you accompany her at this time?**

- DISCUSS THE SITUATION AS A GROUP AND DECIDE HOW YOU WILL ACT IT OUT.
- THE ROLE-PLAY THAT YOU SHOW TO THE GROUP MUST INCLUDE THE SITUATION PRESENTED IN THE CASE AND HOW YOU WOULD ACT AS A MENTOR.

20 minutes

OPTIMAL ANSWERS

I listen to her attentively and actively, without judging her.

I make myself available, if possible and if she wants me to, to help her (for example, to elaborate her response to her parents' request).

I encourage her not to stop studying, given that she is currently not allowed to work.

CASE HISTORY 4

APPENDIX 9

We Work on Skills to Become Mentors

It's been a month since you met your young man. Yassin is a young and extrovert boy, he hasn't been able to finish secondary school, now he's doing a course to become a waiter and he's waiting to start his internship. He has always explained to you that he is happy with the course and the possibility of working as a waiter. However, one day while you are talking, he explains that his dream for the future is to work as a model and that he is thinking of leaving the course. He is very excited talking to you about this dream.

How do you advise him?

- DISCUSS THE SITUATION AS A GROUP AND DECIDE HOW YOU WILL ACT IT OUT.
- THE ROLE-PLAY THAT YOU SHOW TO THE GROUP MUST INCLUDE THE SITUATION PRESENTED IN THE CASE AND HOW YOU WOULD ACT AS A MENTOR.

20 minutes

OPTIMAL ANSWERS

I avoid throwing his approach in his face from the outset before analysing the situation and listening to him.

I listen to him attentively, avoiding prejudging.

I tell him that I feel excited about this dream and I remember that the other days he had also explained to me that he was happy with the possibility of working as a waiter.

I offer him support to explore the implications of the change he is considering. I suggest that we work out together the costs and benefits of leaving the course, to prevent him from acting impulsively.

I encourage him and/or offer to accompany him to find out about the implications and requirements of working as a model.

CASE HISTORY 5

APPENDIX 10

We Work on Skills to Become Mentors

You've known the young girl for five months. For the last 2 months she has been living in a transition to autonomy flat and you see her much more relaxed and happier when you meet her. Several times you have talked about how she didn't like the centre where she was and, on several occasions, when she finished the meeting, she told you that she didn't want to go back there. When she arrives at the meeting you notice that she is very tense, she doesn't stop talking about many different and unconnected things, when normally you have a two-way conversation and she always asks you about your point of view. You tell her that you find her different and ask her if something is wrong. Suddenly, her face changes and she tells you that she wants to tell you something very important to her that she hasn't told anyone yet. She starts to explain to you that there was an older boy in the neighbourhood where she used to live who had sexually abused her.

How does the meeting unfold?

- DISCUSS THE SITUATION AS A GROUP AND DECIDE HOW YOU WILL ACT IT OUT.
- THE ROLE-PLAY THAT YOU SHOW TO THE GROUP MUST INCLUDE THE SITUATION PRESENTED IN THE CASE AND HOW YOU WOULD ACT AS A MENTOR.

20 minutes

OPTIMAL ANSWERS

I listen to her carefully and actively.

I thank her for the confidence she has shown in sharing her experience with me and I convey to her that I am sorry she has lived through this situation.

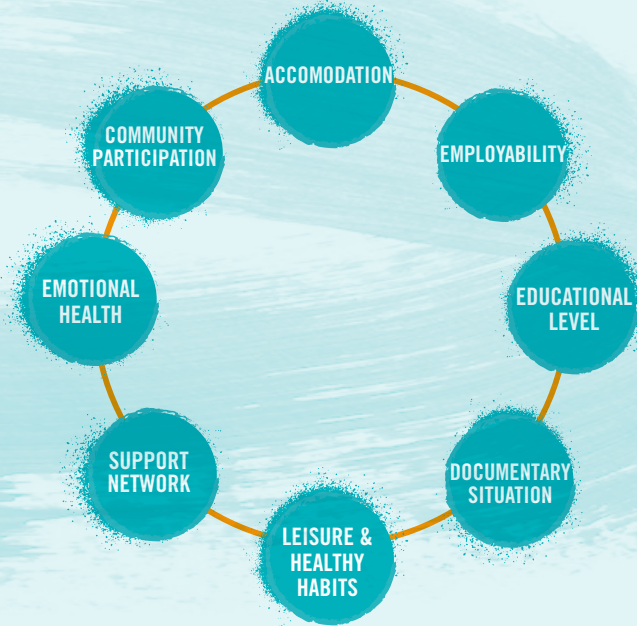
I offer to accompany her to seek support to process this experience.

At the end of the meeting I look for support with the mentoring technician.

S9 SKILLS FOR EMANCIPATION

HAVE YOU EVER ASKED YOURSELF HOW YOU HAVE EXPERIENCED YOUR EMANCIPATION?

CAN YOU GIVE A PERSONAL **EXAMPLE** THAT RELATES ONE OR SOME OF THE SKILLS TO CERTAIN AREAS OF EMANCIPATION?



- > Self-Awareness
- > Emotional Awareness
- > Communication
- > Interpersonal Relationships
- > Initiative and Autonomy
- > Responsibility

FREE FORMAT

ELABORATE

A large white rectangular area with horizontal dashed lines for writing.

S10 PRACTICAL CASES: INFORMALITY AND EDUCATIONAL INTENTIONALITY

OBJECTIVES

- To become aware of the diversity of situations that can arise in the mentoring situation.
- To recognize the needs of young people.
- To generate reflections on the support that can be offered to the young person: instrumental and/or emotional.

MATERIALS

- Appendix 11 & 12a-12b

PERFORMANCE



Each participant receives Appendix 11 with a series of cases/situations that can occur in mentoring relationships. In Appendix 12a-12b, you have to classify what type of support and in which area you would place each case. You can place several cases in the same box, and each case in more than one box. Afterwards, we will work together as a large group.

Facilitator invite participants to reflect on the diversity of situations that can arise during mentoring processes and the diversity of needs that we can encounter. There are young people who have clear work or educational goals but need support to strengthen their self-esteem or self-concept, support to strengthen bonds, or to learn to establish trusting relationships. Throughout this process, we, as technicians, provide support and work on the development or strengthening of the different skills of the boys and girls, in addition to having an educational team that also guides and accompanies them in their process.

We must be aware that NOT all relationships reach 8 months. There may be early terminations because there have been changes in the young people's itineraries, or because they are emotionally unable to sustain the relationship. There may also be a situation for the mentor that does not allow the relationship to continue.

How do you think you would feel if your relationship had to end early? Is there any concern that has arisen for you in terms of accompaniment? What expectations do you have for the project?

DIFFERENT CASES

APPENDIX 11

Practical Cases

- A.** AT HOME THERE'S A LOT OF NOISE, I WOULD LIKE TO FIND A PLACE WHERE I CAN STUDY MORE QUIETLY
She lives with 3 other people
- B.** WHEN I HAVE FREE TIME, I'M USUALLY AT HOME, WITH THE MOBILE PHONE. THAT WAY I CAN REST
Studies in the mornings, has all the afternoons and weekends free
- C.** I DON'T LIKE COOKING, I'D LIKE TO NEVER HAVE TO DO IT AGAIN
16 years old, lives in a facility and explains that nowadays she cooks one day a week
- D.** NOW I'M STUDYING THIRD YEAR OF SECONDARY SCHOOL, BUT I HAVE NO IDEA WHAT I'D LIKE TO DO AFTERWARDS.
- E.** I DON'T LIKE SHARING THINGS ABOUT MY LIFE, I THINK THEY'RE THINGS THAT HAVE HAPPENED AND THAT'S IT
18 years old, you don't know much more about her.
- F.** I DON'T HAVE ANY FRIENDS, I THINK IT'S BETTER THIS WAY, I DON'T KNOW HOW LONG I'LL BE IN THIS FACILITY.
She has had several transfers in the last two years

TABLE OF REFERENCE

APPENDIX 12a

Practical support

	What can you offer?	Would he/she be interested?	How can you do?	When?	What do you need?
Education		yes <input type="radio"/> no <input type="radio"/>			
Work		yes <input type="radio"/> no <input type="radio"/>			
Legal status		yes <input type="radio"/> no <input type="radio"/>			
Housing		yes <input type="radio"/> no <input type="radio"/>			
Leisure		yes <input type="radio"/> no <input type="radio"/>			
Others		yes <input type="radio"/> no <input type="radio"/>			

TABLE OF REFERENCE

APPENDIX 12b

Emotional support

	What can you offer?	Would he/she be interested?	How can you do?	When?	What do you need?
Emotional expression		yes <input type="radio"/> no <input type="radio"/>			
Advice in the management of the relationships such as friends, colleagues, families		yes <input type="radio"/> no <input type="radio"/>			
Redefining the future project		yes <input type="radio"/> no <input type="radio"/>			
Self image redefined		yes <input type="radio"/> no <input type="radio"/>			
Support Network		yes <input type="radio"/> no <input type="radio"/>			
Others		yes <input type="radio"/> no <input type="radio"/>			

s11

ADVICE FOR THE FIRST MEETINGS

- **Try to get used to the young person's reality rather than getting him/her used to your own reality,** to start with. Curiosity and the ability to listen and observe are fundamental here.

- It is important that you **don't want to run too much:** this is a long-distance race and we have to save resources and energy for the whole journey we have to make. We want it to be as long as it can be!

- **The outings you propose should be related to their present and future economic possibilities.**

You must make them aware of leisure options that they can take on with their own means.

This will make them more autonomous and create a more comfortable relationship with the youngster.

You will help them to build up their leisure time and prevent them from feeling constantly in debt to you (something that surely neither of you want them to do).

It is a challenge for us to look for leisure options that do not result in a negative impact on someone, because we are very used to having to pay to have a good time. But that is our conception.

It is therefore necessary that we modify it when it comes to making this accompaniment.

Making the relationship go through a continuum of activities that have to be paid for does not favour the objectives of the relationship that is being proposed here.

- Leave **the meetings with other people for later.** You should establish the link between the two of you first.

- **You have a lot of personal resources and a lot to offer this young person** (that's why you were chosen to participate in this group). Think about what you can offer them (focus on resources that don't involve financial outlay) and what their interests are. Try to find things to do with the young person that he or she will find rewarding and that you can also enjoy (if not, it will be difficult to build a genuine relationship). Keep in mind the first point of this document.

- **This young person has a lot of resources and a lot to offer you.**

All the young people who take part in it are very rich in resources and skills to get out of difficult and not so difficult situations.

Recognise their resources and try to make the most of them in the form of learning. By recognising the young person's resources, you will help him or her to become aware of them and use them.

Find a way to let the young person know what he or she brings to this relationship.

The young person has to see that he or she receives but also gives.

- **It's about going alongside the young person, not in front of them.**

To respect their reality, their projects, their way of doing things, their pace, their right to make mistakes, etc.

Accompany by becoming something enriching for him or her (a figure of contrast, a source of information and knowledge, emotional support, etc.). Neither a patron nor a designer of their future.

To become a respectful companion. What we propose here is an **equal dialogue between two very different people** (in age, personal situations, family histories, social references, life perspectives, "memories" of experiences, etc.).

WHAT TO EXPECT

POSSIBLE CONTRIBUTIONS
OF VOLUNTEERS MENTORS TO THE YOUNG PEOPLE:

- To provide emotional support at a time of uncertainty or change.
- To help them to discover their own resources and invite them to put them into action.
- To promote skills in the young person so that he/she can build or expand a network of relationships that will help him/her to move forward.
- To show them other leisure options so that, if they wish, they can incorporate them.
- To give him/her a positive and qualifying image of him/herself, helping to build a positive self-esteem.
- To serve as an element of contrast in the face of the situations that life throws at him/her.
- To be a valid source of information on resources and services.
- To be an attentive ear.
- To be a point of reference.
- To introduce them to new experiences that will help them to move forward in their own development.
- To help them to disconnect in difficult moments.
- To help them to face difficult situations feeling accompanied.
- To offer them the perspective that age brings (without positioning yourself as an "expert" and not expecting them to necessarily opt for this perspective).

... OR RECEIVE

POSSIBLE CONTRIBUTIONS
OF YOUNG PEOPLE TO VOLUNTEERS:

- To show them a reality that is close to them but unknown.
- To become part of their world and their culture of origin (in the case of young people from abroad).
- To discover new forms of leisure that do not necessarily involve financial expenditure and to understand a different perspective of "leisure time".
- To learn to be attentive to the other person.
- To learn that one's own pace, needs and circumstances are one of many. Not unique, not the best, not universal.
- To make you part of the own network.
- To make you aware of the difficulties of being a non-EU foreigner in Catalonia.
- To learn about the functioning of part of the child protection system and the provisions for the elderly.
- To blur a stereotypical image of young people who are in care, outcasts or who have had migratory trajectories.
- Perhaps dark, but very rich, humanly speaking, corners of his or her life's journey.
- The possibility of living and understanding the world of the young people's (or at least his or her) hopes and desires.
- To learn how young people manage their problems, how they solve their problems. Recognising that there are other ways of working, different from ours but equally valid.

TRAINING MODULE FOR PROFESSIONALS

MENTORING AS A TOOL TO SUPPORT
UNACCOMPANIED MINORS
AND YOUNG PEOPLE IN THEIR
TRANSITION TO ADULTHOOD

01 INTRODUCTION

Facilitators, trainers and professionals interested in setting up a mentoring program and in developing a relevant network in a specific region, can find below the training module for people working with unaccompanied minors and young adults in their transition to adulthood. Staff from organisations delivering support to unaccompanied minors may encounter youngsters that are being matched with a mentor. It is important that they know what mentoring is, what the role of a mentor is and how to work with mentors in order to offer in-tune support to the youngsters.

The training gives people working with unaccompanied minors and young people the opportunity to understand what mentoring is, how it benefits the minors and young people and the region and how to work together in order to offer the best possible support.

The training was developed by the RoAD consortium and is based on years of mentoring experience and working with young migrants in transition to adulthood. The training offers a mix of knowledge, reflection and awareness exercises in order to make participants aware of the fact that mentoring is a tailor made affair. Given the operational aspect of this document, we took the liberty to directly address readers so to engage them in this process of learning and exchanging of perspectives.

Bellow is some first information for organizing the proposed training and which a facilitator proposed to previously estimate:

- The training is part of the ROAD to adulthood project. It is a social mentoring project that aims to improve the resources for migrant youth in their transition to adulthood.

- A proposed format for the implementation of these training courses in person is four sessions of approximately 1.5 hours each, with a total duration of 4-6 hours. Taking into consideration the heavy workload of the target group, we propose that the training be implemented in a single day.
- The target group that this training is addressed to consists of professionals from organizations delivering support to unaccompanied minors, including housing, social work, guardianship, public officials, etc.
- The main objectives of the training are to provide knowledge, raise awareness, and foster a new mindset about mentoring among practitioners working with young unaccompanied migrants.
- The methodology of the training includes presentations, giving voice to the target group, interactions, and (self)-reflection. Each block of the training includes sessions to build new knowledge, sessions that encourage reflection based on personal experiences, and sessions that involve the target group.

02 DESCRIPTION OF THE SESSIONS

1 session introduction to mentoring (micro-level learning)



OBJECTIVES

Getting a general understanding of what mentoring is and how it can be applied to address social challenges, in specific for migrant youth in their transition to adulthood.



COMPETENCES

Definition of mentoring, results, roles of mentors. Cultural aspects of migrant youth in their transition to adulthood. Connection between the two fields.



DYNAMICS

1. Welcome
2. Explanation of the structure of the session
3. Introduction of the participants:
Exercise on who are your role models
4. Mentoring: basic concepts
5. The RoAD project
6. Story of a mentor/mentee



DURATION

1h. 55minutes

DESCRIPTION OF THE DYNAMICS

1. Welcome



DURATION
20 minutes

The aim is to welcome all participants to the training, explain the training contents, introduce the facilitators/trainers and professionals responsible for conducting the training, and present the organization that implements the mentoring program.

The trainers should ensure that the participants complete the participant list and the statement for personal data processing.

MATERIALS

- Participants list
- Statement for personal data

2. Explanation of the structure of the session



DURATION
10 minutes

The aim is to present the training, each of the sessions, the contents, the people we will invite (e.g. previous mentors) and to clarify any doubts that may arise.

MATERIALS

- Structure of initial training sessions
- Schedule of the sessions

3. Introduction of the participants: exercise on who are your role models (reflection)



DURATION
20 minutes

In this exercise, the objective is participants to explore who their role models or mentors have been and who they serve as a role model for. Facilitator/trainer is suggested to follow the steps below:

1. Divide the participants into groups of four people.
2. Allow the participants to discuss the question: "Who are my role models or mentors, and why are they my role models?"
3. Gain the participants' attention and ask each group to share their output.
4. Let the participants discuss the question: "For whom do I serve as a role model, and how did I discover it?"
5. Gain the participants' attention and ask each group to share their output.

4. Mentoring: basic concepts (knowledge)



DURATION
15 minutes

What are the features of a mentoring relationship?

The objective for this dynamic is to foster a deeper understanding of mentoring relationships, define their key principles and characteristics, and highlight the importance of promoting social mentoring projects to bridge the gap between different environments and provide equal opportunities for personal and professional growth.

Some proposed steps and notes for implementing this dynamic are below:

1. Each group collects key aspects, based on their own conversations. They choose 5 key words that they think define the relationship established between them and their mentors. The trainers collect them and define the mentoring relationship, highlighting the key principles (bond of relationship, trust, empowerment, empathy, connectivity, informality, limits and confidentiality, volunteering) and, with professional accompaniment, adding those words or aspects that we create.
2. The definition of mentoring, shared by the trainers, and the key characteristics of mentoring, as well as the reasons that motivate us to promote social mentoring processes. A question can be addressed by the facilitator to the participants to encourage the group discussion is: "Why build social mentoring projects?"

MATERIALS

- Large sheet

In advantaged environments, there is a much higher probability of having a mentor than in disadvantaged environments, 85% compared to a 45% chance. (Source: Erickson, L. D., McDonald, S., & Elder, G. H. (2009). Informal mentors and education: Complementary or compensatory resources?)

From the European position paper published in 2022 by Mentoring Europe: Mentoring is an instrument with a broad variety of implementations. It is a form of coaching and networking, contributing to the growth of an individual. Mentoring provides recognition, role modelling, encouragement and personal attention to participants – also called mentees. They realize their ambitions with the support of someone who has traveled a similar path before. Due to the mentoring relationship, mentees recognize their opportunities and learn not to give up. The strength of mentoring lies in the fact that all parties benefit from it. The mentee gains confidence and has the feeling of not standing alone. The mentor develops skills as a leader, trainer and coach.

From the Road Training Manual (adapted to the context of young migrants): Generally, mentoring is understood as a process of accompaniment, guidance, support, between two or more people who establish a relationship, of variable duration, with the intention that the mentor helps to make decisions, to acquire knowledge and acquire both academic and emotional skills, with the aim of facilitating the personal and social development of the person being mentored (Feu, Besalú, Plana, & Prieto-Flores, 2009).

5. The RoAD project (knowledge)



DURATION
15 minutes

The project is a social mentoring activity and capacity building aimed at offering high-quality mentoring to unaccompanied migrant youth in transition to adulthood.

1. **Facilitators** can start by presenting the cycle of the proposed mentoring project and the concept of triangulation, involving three key actors: volunteers, youth, and the mentoring team. It is correct to highlight that in many cases when unaccompanied minors are involving in a mentoring program the surrounding environment plays an important role for the enrolment of those minors in the program. Professionals who work in the shelters, guardians, key staff working closely with minors can support throughout the journey of a child who wishes to participate in a mentoring program, from the moment of referral until the closure of the mentoring relationship.
2. **For participants** to better understand the framework in which this training is implemented is proposed facilitators to share the explanation of the ROAD project. Facilitators could provide an overview of the project's objectives and the characteristics of the mentoring relationship. Could also explain the concept of transitioning to adulthood and the accompanying process, along with detailing the different phases of the mentoring project.
3. As a **final step** facilitator will supplement the explanation by highlighting the impacts and benefits of the project, including its positive effects on youth, mentors, and organizations involved.

6. Story of a mentor/mentee (awareness)



DURATION
25 minutes

In this part of the programme, we invite a mentee and/or mentor from the target group to share their experience with mentoring. To better facilitate the session, it is suggested that the facilitator/trainer contacts the mentee and/or mentor prior to the meeting and discuss the details. Additionally, share a questionnaire with them to aid in their preparation.

Here are some proposed questions:

- **For the mentor:**
Why did you apply to join the programme as a mentor?
- **For the mentor/mentee:**
Do you think mentoring is important for you?
- **For the mentor/mentee:**
Based on your experience, what are the benefits for a minor when participating in a mentoring programme and having a mentor?
- **For the mentor:**
Through the journey of this mentoring relationship, what was the greatest challenge you faced?
- **For the mentor/mentee:**
From your experience, how can mentoring as a tool be supportive for professionals working in shelters for unaccompanied minors?

ELEMENTS TO BEAR IN MIND!

- > **This first session is to show the added value of mentoring to this specific target group, and to make participants enthusiastic about mentoring!**

2^o session the role of mentoring in our own region and social context (meso-level learning)

OBJECTIVES

Understanding the place mentoring takes in the organisational and regional context of the participants.

COMPETENCES

How mentoring fits in the social context and how it relates to other stakeholders, services and organizations.

DYNAMICS

DURATION
1h. 15minutes

1. Explanation of the structure of the session
2. Drawing the map of social institutions and support systems in your region
3. Priority Game. To reflect on the role mentoring can play in relation to solving social challenges
4. Representative of social system

DESCRIPTION OF THE DYNAMICS

1. Explanation of the structure of the session  **DURATION**
5 minutes

The aim is to present a forward view on the session and present objectives of the session.

2. Drawing the map of social institutions and support systems in your region (knowledge)  **DURATION**
40 minutes

Mapping the Support Ecosystem for Unaccompanied minors and young people in Transition.

The objective of this dynamic is to collectively create a visual map of the social institutions and support systems in the region that cater to the needs of unaccompanied migrant youth in transition to adulthood. The activity also aims to identify any gaps or "white spots" in the existing support ecosystem, particularly in relation to mentoring.

Facilitators are encouraged to follow the steps below:

1. Divide the participants into two small groups.
2. Provide each group with a large sheet of paper or allocate a section of the whiteboard to them.
3. Instruct the groups to collectively draw a map of the social institutions and support systems available in the region for unaccompanied migrant youth in transition to adulthood. This should include services, collaborations, and specific support systems.
4. Encourage the groups to think about various aspects such as welfare, education, and employment, and how these organizations interact with the target group.
5. As the groups work on their maps, ask them to consider the given legal framework in the country or region of the training. What are the tasks and responsibilities of welfare, educational, and labour organizations in relation to the target group? Have them gather the relevant facts and incorporate them into their maps?
6. After a designated time (around 20 minutes), gather the groups together and allow each group to present their maps to the entire group.

7. Facilitate a discussion by asking the following questions:
 - Is the map completed? Are there any additional social institutions or support systems that need to be included?
 - Does the existing support ecosystem appear to address all the needs of the target group effectively?
 - What are the “white spots” or gaps in the current system, particularly in relation to mentoring? Are there areas where mentoring could play a significant role in supporting unaccompanied migrant youth?
8. Encourage participants to share their insights, suggestions, and concerns about the support ecosystem and the potential role of mentoring.
9. Summarize the key findings and observations from the discussion and consider potential actions or recommendations to address the identified gaps.

MATERIALS

- Large paper
- Markers

3. Priority game: to reflect on the role mentoring can play in relation to solving social challenges (reflection)



The aim of the workshop is to create dialogue about mentoring and foster support within organizations to work together in mentoring while emphasizing the importance of an individual approach.

Facilitators can follow the instructions below for this dynamic:

1. Ask participants to divide into small groups.
2. Distribute sets of goal cards containing one-liners expressing the key goals/advantages of mentoring.
(Note: The objective is not to create a definitive list as participants may prioritize goals differently. The goal is to allow participants to explicitly state their goals and reflect on them).
3. Explain that each group will have 10 minutes to arrange the cards in order of importance, with 1 being the most important and 10 being the least important. This exercise of prioritizing the key goals stimulates discussion and promotes awareness and understanding of the crucial success factors in mentoring.

4. Conduct a central discussion. Have the groups present their outcomes and engage in a 10-minute discussion. Summarize the top three outcomes on the whiteboard or flip chart. Recap the workshop’s aim and emphasize the importance of dialogue regarding mentoring.

Here are some example cards you can use:

- Better educational pathways
- Informed career choice
- Prevention of (school) dropout
- Financial literacy
- Bridging cultures to prevent discrimination
- Improved life skills
- Prevention of drug abuse
- Creating regional networks
- Prevention of youth unemployment

MATERIALS

- Card game, develop for regional goals

4. Representative of social system (awareness)



A representative of the social system presents their own experience with a mentoring collaboration. The goal of the session is to raise awareness about the potential of mentoring for unaccompanied migrant youth during their transition to adulthood. It also provides an understanding of the role mentoring can play in the ecosystem

ELEMENTS TO BEAR IN MIND!

- > **This session aims to place mentoring in the regional context. Tailor the session to your region!**

3^o session

let's zoom in: the voice, identity and characteristics of unaccompanied minors and young adults in transition to adulthood



OBJECTIVES

Understanding of the needs of young migrants in their transition to adulthood. What difficulties and opportunities are there in this important life phase.



COMPETENCES

What is the impact of mentoring in this transition?
Specific needs and objectives in relation to: labour market, school, society in general.



DYNAMICS



DURATION
1h. 5minutes

1. Explanation of the structure of the session
2. How to form one support system: discuss a real case
3. Story of a mentee

DESCRIPTION OF THE DYNAMICS

1. Explanation of the structure of the session



DURATION
5 minutes

The aim is to present a forward view on the session and present objectives of the session.

2. How to form one support system: discuss a real case (reflection)



DURATION
30 minutes

How to create a comprehensive and personalized support system for a successful transition to adulthood. Discussing a real case. By presenting a case study of a young migrant transitioning to adulthood, the aim is to provide a concrete example that participants can discuss and relate to. This allows for a deeper understanding of the challenges and opportunities faced during this transition, but also the importance of collaboration among the parties of the support system.

For this dynamic is suggesting facilitator follows the step below:

- Present a case study about a young migrant going through the transition to adulthood within the regional context.
- Engage in a discussion about the potential opportunities and challenges that may arise during this transition for the presented case.
- Based on the case study, ask the participants to share their desires and ideas for establishing a robust support system around the case. Write down these ideas on a flip chart or board.
- Encourage participants to take this information back to their work settings and contemplate how they can take small steps towards implementing these ideas and fulfilling the expressed wishes.

MATERIALS

- Whiteboard

3. Story of a mentee (awareness)



DURATION
30 minutes

1. Invite a former mentee who has experience with mentoring. This can be a mentee from an earlier programme, a similar programme or from a previous year. Goal of the story is to share the experience from someone who actually went through the process of going to adulthood as a young migrant. First-hand experience often gives participants the opportunity to get a feeling with what is actually important in the process of becoming an adult.
2. Leave room for questions from the participants.

“My mentor helped me to speak Greek language, every time he insists to speak in Greek with me and this was very helpful. He used to explain to me how Greek people live here, what they usually do – he explains me the culture, he gave me advices. He supported me psychologically, he always told me don't worry and this calm me down, he helped me to be strong.”

By the analysis “Successful cases report” implemented in the frame or RoAD to Adulthood program in 2022:

ELEMENTS TO BEAR IN MIND!

- > This session aims to deepen the understanding of the unique challenges and support requirements faced by young migrants during their transition to adulthood in a new country/region.

4th session

general feedback, agreements on how to move forward



OBJECTIVES

General and tangible agreements on how to move forward with the stakeholders in relation to mentoring.



COMPETENCES

Awareness on what the participants gathered from the training.



DYNAMICS



DURATION
1h. 20minutes

1. Explanation of the structure of the session
2. Collect the main gain of the training for each participant
3. “I wish...” – Create a wish
4. My objectives, your objectives, our common objectives
5. Closing

DESCRIPTION OF THE DYNAMICS

1. Explanation of the structure of the session

 **DURATION**
5 minutes

The aim is to present a forward view on the session and present objectives of the session.

2. Collect the main gain of the training for each participant (knowledge)

 **DURATION**
20 minutes

The aim is to provide participants with a platform to reflect on the value they have gained from the training, learn from others, and collectively discuss and consolidate the outcomes to enhance their learning experience.

Some instructions for this activity are:

- Give participants 5 minutes to reflect on the question: "What are the main benefits of the training for me?" Instruct participants to write down their answers.
- Go around the participants and ask them to share their top benefits or gains from the training.
- Facilitate a group discussion to explore and discuss the outcomes shared by participants.

3. "I wish... Create a wish "(reflection)

 **DURATION**
20 minutes

Based on the professional backgrounds of each participant, create a "Wish" wall for Unaccompanied Minors in the region during their transition to adulthood. Ask participants to write down their wishes for migrants going through this phase on sticky notes and place them on the wall.

Afterwards, facilitate a discussion to explore and analyze the outcomes from the collected wishes.

MATERIALS

- Sticky notes
- A wall to put the sticky notes

4. My objectives, your objectives, our common objectives (awareness)

 **DURATION**
15 minutes

The aim for this activity is to enhance participants' awareness of their own objectives, identify common objectives, and create a shared vision for future collaboration. This activity facilitates alignment and promotes a sense of collective purpose among the participants.

Some proposed steps for implementing this activity:

- Collaboratively create an overview of each participant's objectives. This can be done using a whiteboard with markers or sticky notes.
- Engage in a discussion and group the common objectives together.
- Discuss how to implement the common objectives and establish a shared ambition for future collaboration.

MATERIALS

- White board and marker
- Sticky notes and a wall

5. Closing

 **DURATION**
20 minutes

Additionally with the dynamic above "collect the main gain of the training for each participant" it is important participants provide a total evaluation for the training course.

Finally, facilitators will conclude by thanking the participants for their participation. If there is time you can take a group picture together with the participants.

MATERIALS

- Evaluation form

ELEMENTS TO BEAR IN MIND!

- > **After this session, participants should have a shared ambition and their own goals to move forward to.**

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Dotted lines for writing notes.



This publication has been elaborated in the framework of the RoAD to Adulthood project (AMIF 2020-AG- 101038507 RoAD), co-funded by the AMIF fund of the European Union.

The content of this publication reflects only the author's view.

The European Commission is not responsible for any use that may be made of the information it contains.

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The project "Road to Adulthood – Mentorship Helping Migrant and Refugee Unaccompanied Minors Navigate Adulthood" aims to increase the development and exchange of training models for mentoring Unaccompanied Minors (UAMs) and young adults (former UAMs). These models are intended to be applied at the pan-European level by successfully exchanging and promoting existing and improved methodologies that facilitate the transition of UAMs to adulthood. The promoted methodology will be properly introduced as a complementary tool that will focus on supporting UAMs and young adults (former UAMs) to their transition to their adulthood and can be combined effectively with other models related to the protection and preparation of minors. More specifically RoAD plans to:

- Improve current methodologies of mentoring by combining with other tools (EU projects)
- Introduce a specific methodology for mentoring for UAMs that focuses on the transition of UAMs to adulthood
- Develop and organize in-person and online trainings
- Raise awareness on the issue and promote active participation and volunteering as ways for the communities to address it

Duration of the Project: February 2022 – January 2024

Partners: ARSIS – Association for the Support of Youth - Greece (Coordinator)
Defence for Children International Italy – Partner in Italy
Punt de Referència – Partner in Spain
Mentoring Europe – Partner in the Netherlands



The RoAD project is co-funded by AMIF Fund of the European Union
In Greece for ARSIS is co-funded by German Doctor Organization
In Italy for DCI Italy is co-funded by NeverAlone initiative



Co-finanziato
dall'Unione Europea



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Layout and design: YOGÉ - Comunicazione Sensibile - Italy

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