Mentoring Methodological Framework for MINT Project

Funded by the European Union's *Asylum, Migration and Integration Fund (AMIF).*

The development of the Mentoring Methodological Framework was first contracted to **Child to Child**[1] in April 2019.

It was revised independently at the end-term point in February 2021 in consultation with project partners by **Madeeha Ansari** and **Jetske van Dijk**, who had been part of the original team.

The consultants would like to acknowledge Isabel Turner for additional guidance on the participatory review process.

[1] More information at: www.childtochild.org.uk

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List of acronyms

MINT	Mentoring for integration (for children affected by migration)
TCN	Third country national
TDH	Terre des Hommes
CYAM	Children and youth affected by migration
CtC	Child to Child
EU	European Union
FGD	Focus group discussions
KII	Key informant interview

1. Introduction

This Mentoring Methodological Framework was developed through the Mentoring for Integration (of third country national children affected by migration) - MINT project, co-funded by the European Union's Asylum, Migration and Integration Fund.

The MINT project is framed by Terre des Hommes' theory of change for their Children and Youth in Migration programme, and by the strategies and priorities of the MINT project partners (MINT Project Theory of change attached as Appendix 1).

MINT Project: Summary of the Action

Recognizing the growing presence of children among third-country national (TCN) migrants and refugees, the need for the European Union (EU) and its Member States (MSs) to implement effective integration measures, and the challenges faced by Central European (C/SEE) MSs to fulfil EU commitments, the general objective of the MINT Project is that 120 TCN children and youth are successfully integrated in Romania, Poland, the Czech Republic and Slovenia, and that many more children benefit from increased stakeholders' integration capacity in other EU MSs, thanks to the piloting and replication of an innovative and child and youth-led intervention.

The project was led by Terre des hommes (Tdh) in Hungary, with project partners being the Organisation for Aid to Refugees (CZ), Terre des hommes in Romania (RO), Slovene Philanthropy (SLO) and Ocalenie Foundation (PL). Supporting entities included key authorities and networks at national and international level.

The project was designed to promote the inclusion of TCN children in the social, cultural and political life of the host societies, as well as in education, through mentoring support; online language courses and cultural introduction; child-led awareness raising and advocacy actions on their lived realities and the huge benefits for host societies.

Main outputs include a methodological framework comprising replicable mentoring guidance complemented with child-led awareness raising and advocacy guidelines, child-friendly e-learning integration tools and national and international advocacy events supported by child-led video material.

Beneficiaries: TCN children; EU youth; host communities; local and national authorities; NGOs and IOs; EU agencies.

Gender equality and child rights mainstreaming was to be ensured through child participation, child safeguarding, proactive outreach to marginalized children, age and gender disaggregation of data.

The project ran between January 2019 and February 2021.

The MINT project was an action learning and innovation programme. The first iteration of the Mentoring Methodological Framework was to inform the design of the mentoring component of the programme by MINT project partners. Project partners were encouraged to experiment with what worked best for their particular set of circumstances and communities – and to share reflections on their action learning towards the end product of an effective and innovative mentoring methodology. **A contextualised, adapted and tested model was an important outcome of the MINT project.** This final Framework sets out

guidelines drawn from existing documents and recognised good practice, as well as being informed by the experience of implementation.[2]

This updated Framework is a useful resource for any organisation setting up a mentoring programme aimed at enhancing integration of migrant children.

1.1 The MINT project - Mentoring Component

The world is currently facing unprecedented numbers of people on the move. Migrants can face a myriad of risks before, during and after the journey – especially children. It is daunting to have to adjust to a new country if experiencing the trauma of violence or displacement - or if feeling homesick, alone and scared. Recognising those needs and challenges, the MINT project aimed to contribute to the successful integration of third country national children (TCN) in the EU, by enabling them to adjust to their host countries and reach their full potential.

Group photo from Tdh Romania

Mentoring has proven to be an effective way to share knowledge, increase children's social and emotional skills, and promote integration, giving young people the tools and support that they need through a structured programme. Different forms of mentoring programmes exist around the world, such as the Big brother, Big Sister project in the US; one thing they have in common is that they prove to be beneficial for both mentees and mentors. During the MINT programme, recently arrived children were

[2] The Framework revision process included a review of project documents such as mid-term and end-line reports; key stakeholder interviews; and a collaborative workshop with project partners.

matched with youth volunteers, with the aim of providing the children with support, advice and friendship, to ease the process of integration.

The mentoring program lasted for two mentoring cycles of 9 months, through which **over 130 TCN children were supported in local host communities** (at least 30 in each country, approximately 15 per cycle). The programme included individual meetings between children and mentors, indoor group activities and outdoor cultural and recreational activities.

This work was guided by six interrelated and mutually reinforcing principles, drawn both from the commitments made in the MINT project document and from recognised good practice when working with vulnerable children:

1. Child-rights based
2. Child participation
3. Non-discrimination
4. Best interests of the child
5. Respecting and building on strengths
6. Do no harm

1.2 How to use this guide

This Methodological Framework was used for programme implementation during the original MINT programme, and has subsequently been revised based on the practical experience of the project partners. The Framework offers broad suggestions for content to be built upon by future implementing entities, based on the goals of their mentoring programmes. However, when putting the Framework into practice it is important to tailor activities according to local realities as well as the individual characteristics of the children and youth volunteers.

Key objectives for this document are to:

- Provide a roadmap for implementing organisations to design an effective mentoring programme, particularly for integration of TCN children.
- Highlight good practices and key overarching considerations.
- Provide a basis for the development of further tools and resources to be used in programme implementation.

Core messages

- Mentoring in the MINT context brings together a recently arrived TCN child and a youth volunteer from the host country to facilitate successful integration.
- Implementing organisations need to start with defining the country programme parameters, including who the mentors and mentees will be, based on what they want to achieve.
- Documenting and sharing learning is a key element, particularly if there are multiple project partners.
- It is important to understand a mentor's role, and what they are expected to do. Mentors are not parents, professional teachers or psychologists and cannot be expected to replace their role.

- Safeguarding is a consideration to be incorporated at all stages of design and implementation – and going beyond commitments on paper, should include children and young people as well as families.
- For a successful programme, periodic check-ins and mentor support mechanisms are key.
- Cultural sensitivity, gender sensitivity and participation are cross-cutting considerations for every stage of programme design and implementation.

This document is divided into four main sections:

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

Action and reflection points for implementing organisations are highlighted in orange boxes

Notes from practice and MINT implementation experience are pulled out in grey boxes

A note on Communities of Practice

The MINT project brought together several organisations working in the refugee sector, essentially creating a Community of Practice. The concept of a Community of Practice was first defined as "*a group of people who engage in collective learning in a common area of interest*".[3] Practitioners with diverse experiences collaborate around a common purpose (in the case of the MINT programme, developing an effective and innovative approach to support TCN children's integration through mentoring) to share ideas, experiences, best practice, and support each other. **Acting as learning partners, community members have the principal purpose of sharing knowledge.** Valuable learning gets pooled and new knowledge gets created, which the members take back out again into their domain.

Research indicates that Communities of Practice have three important dimensions:

- Purpose - the community's aims as understood by its members.
- Function - members are engaged in related activities or projects.
- Output - published and unpublished resources, events and discussions developed or sourced by community members.

[3] Wenger, E. (1998). Communities of practice: Learning, meaning and identity.

Communities of Practice:

- Encourage knowledge sharing.
- Give members a networking platform to share personal knowledge, information and experience.
- Provide a platform for turning knowledge and research into practice.
- Combine practitioner knowledge and experience with published information to support evidence-based practice.
- Are open to both explicit (published) knowledge - articles, reports, websites, and guidelines - and tacit (personal) knowledge gained through experience and reflection.
- Transfer and develop best practice.
- Encourage personal and professional development.

Note from practice: The MINT programme created a Community of Practice where project partners shared learning throughout the design, implementation and evaluation phases. Monthly meetings were held in which partners were able to share implementation experiences, as well as the challenges that were outlined at the mid-term review stage.

1.3 What is mentoring?

Mentoring is a process in which a competent individual offers guidance, support and advice to encourage someone to develop additional competencies and become equipped with more life skills for improved outcomes. In a programme such as MINT, mentors create an enabling environment in which appropriate activities are implemented to encourage their mentees to apply critical thinking, develop self-efficacy and improve upon their social skills. This in turn will aid the mentee to improve on their self-awareness, goal setting and helping them to identify and develop their potential. **Mentoring is not a solution for all the problems TCN children and their families face, but if implemented appropriately, it can have a positive impact on children's wellbeing.**

The most important aspect of successful mentoring is an on-going personal relationship between the mentor and mentee. The aim of MINT mentoring programme was to enhance the efficacy of this personal relationship by supporting activities and opportunities for TCN children to develop social skills through group activities, that promoted further social integration and also bridged gaps in learning.

Advertisements for mentors may include slogans such as: "*Change a life, be a mentor*" *or "If you see someone without a smile…give them one of yours".* Whilst these slogans are well-meaning, they can create a misguided image of the mentor role. Dispelling misconceptions is critical in helping volunteers understand the parameters of the mentoring relationship and enables them to have realistic expectations about their role.

A mentor <u>is</u> someone who:[4]

- Is a loyal friend and advisor.
- Is a facilitator, guide, coach, and role model.
- Can be entrusted with the care and education of another.

[4] Both lists were adapted from: Ace Africa and Child to Child, 'Training Manual – Child welfare mentors', 2012.

- Has knowledge or expertise to nurture another person's interests and life skills.
- Is willing to give what they know with no expectation of reciprocation or remuneration.
- Has an understanding that mentoring is reliably volunteering one's time to provide guidance and support to another.
- Has an understanding that mentoring develops specific personal skills and employability.
- Is open to developing their mentee's creative problem solving, decision making and confidence through new opportunities.
- Can establish a strong connection with their mentee and can in turn use that connection as a catalyst for positive change and growth.

A mentor <u>is not</u>:

- **a parent** – no one can take over the role of a parent no matter how difficult a home life can be for the child. Not being a parent allows the volunteer to have a very different relationship with youth.
- **all knowing** – only the TCN children know what it is like to wake up every day in their home, go to their school, walk in their neighbourhood, or handle the realities of their daily life. A mentor who comes in with an "I know best" agenda runs the risk of losing the trust of their mentee or offering ineffective advice.
- **a tutor/teacher** – a mentor can be there to offer resources and to provide help, but only if and when the mentee wants it.
- **a provider** – mentors have an important role in a child's life, but they are not a source of financial support. Mentors should not feel obliged to provide any monetary assistance or intercede in familial situations. If asked, mentors may be able to help find other resources but taking on the role of direct financial support can jeopardise the relationship.
- **a saviour** – adopting a saviour attitude creates a power imbalance and inappropriately focuses the relationship on goals of salvation, enrichment, or betterment. The child's social and educational goals ideally emerge from exploration; for one child, the positive mentoring relationship may inspire them to go to university or identify a productive career goal. For another, it may simply give them the comfort of knowing that there is a reliable and supportive person in their lives.

Approaches to mentoring

A US follow-up study to the National Big Brothers Big Sisters evaluation sought to identify the characteristics that contribute to how mentoring relationships form, last, or break up. They sought to identify the distinguishable traits associated with positive relationship development and relationships that ended prematurely. They examined 82 matches across eight different Big Brother Big Sister sites. The study found two broad differences in approaches to mentoring which they classified as developmental relationships versus prescriptive relationships.[5]

Developmental Approach: The Unconditional Friend

- Initial efforts concentrated on establishing strong relationships with mentees first.

[5] From: Building Relationships with Youth in Program Settings: A Study of Big Brothers/Big Sisters by Kristine V. Morrow and Melanie B. Styles, May 1995

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

Prescriptive Approach: The "Rescuer", "Saviour" or "Reformer"

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

A more developmental approach was therefore seen to result in richer mentoring relationships and better outcomes for mentee and mentor alike.

Research on successful mentoring practices has pointed to some key areas as critical in developing healthy relationships between mentors and mentees:[6]

1. **The relationship is the intervention**
   Again, those mentors who take the time to develop trust and get to know their mentees are able to create a nurturing environment to take positive steps to be made for the mentees' personal growth. Successful mentors focus on relationship building and not the outcomes.
2. **Take responsibility for the relationship**
   It can be challenging in itself to maintain a relationship. Maintaining a relationship in a contrived setting with an individual who is often going through a great deal of change and internal turmoil can be even tougher. Successful mentors need to be consistent, persistent and dependable. They need to be able to follow through on their commitment even when things get tough.
3. **The longer the duration of the match the greater the impact**
   It takes time and patience to develop trust, become familiar with each other and to establish strong bonds. Given this is a process which cannot be 'fast tracked', the longer a relationship lasts, the more likely it is the relationship will make a positive impact in the lives of mentees.

The benefits of mentoring

The benefits of mentoring are not one-sided; both mentors and mentees have much to gain from the experience.

[6] "Mentoring Adolescents: What Have We Learned?", Cynthia L. Sipe, 1998.

Benefits for the mentors:

- Personal/professional satisfaction
- Recognition from peers and community at large
- Improved interpersonal skills
- Improved understanding of social problems in general and children's issues in particular
- Improved empathy
- Gain knowledge on other cultures and customs

Benefits for mentors in the MINT project endline report included the following:

"The mentors feel more secure at explaining things to other people (group project, homework), have a better understanding of the cultural diversity of migrants and refugees, feel more comfortable making new friends, feel more certain on the decision they make when helping friends, are less prone avoiding tackling stressful situations and are slightly less anxious when they interact with people of different cultural backgrounds."

Benefits for the mentee:

- Better experience of integration by gaining knowledge of the host communities' language, culture and customs
- Increased self-esteem and confidence
- Prepares for greater responsibilities
- Opportunities to have fun and enjoy social activities, thereby improving social and emotional wellbeing
- Develop confidence as youth in the community
- Gain new knowledge, skills and attitudes

Benefits for mentees as a result of taking part of the MINT project included: increased interaction with other children and the ability to build friendships, higher self-esteem, improved academic performance, and increased mastery of the local language. Each of these has a positive correlation with the others, as increased confidence and self-esteem are linked with better learning - as are improved language skills.

"She is more open and is becoming more confident. I want her to be confident in her knowledge that 'you know, say aloud, write, concentrate, take your time, and not give up immediately'. I think she gave up very fast 'I don't know this, I can't, I'm bad at it', she talked negatively about herself. [...] Therefore, I encourage her that she is able to do it if she takes the time and concentrates. And after that she is so proud of herself and confident."
(Mentor, Slovenia)

"It can be seen that children prefer to go to school than before, have a positive energy, feel good. If they need help with learning, they go with a positive energy and say 'Ok, now is the time to learn'."
(Parent, Slovenia)

2. Programme Design

Whether a programme is successful and achieves its goals depends largely on the strength of the design. This section presents some considerations for organisations to ensure their mentoring programme is fit for purpose, and fun and safe for their participants. It includes guidance on safeguarding; setting parameters; recruitment and matching of participants; and planning effective training.

2.1 Safeguarding

Safeguarding is a concern that permeates every level of programme design and implementation. Particularly in a programme involving vulnerable children, care needs to be taken to identify any potential safeguarding risks and work on mitigation strategies from the beginning.

While it is expected that implementing organisations will have strong safeguarding policies in place, the process of ensuring participants' safety is so much more than a tick-box exercise. Beyond the policies on paper, clear and practical codes of conduct need to be established, along with mechanisms to address concerns. **Both mentors and mentees need to be aware of what the boundaries look like, and who to approach in case of an issue.** The designated staff member for safeguarding should in turn be aware of how to handle concerns.

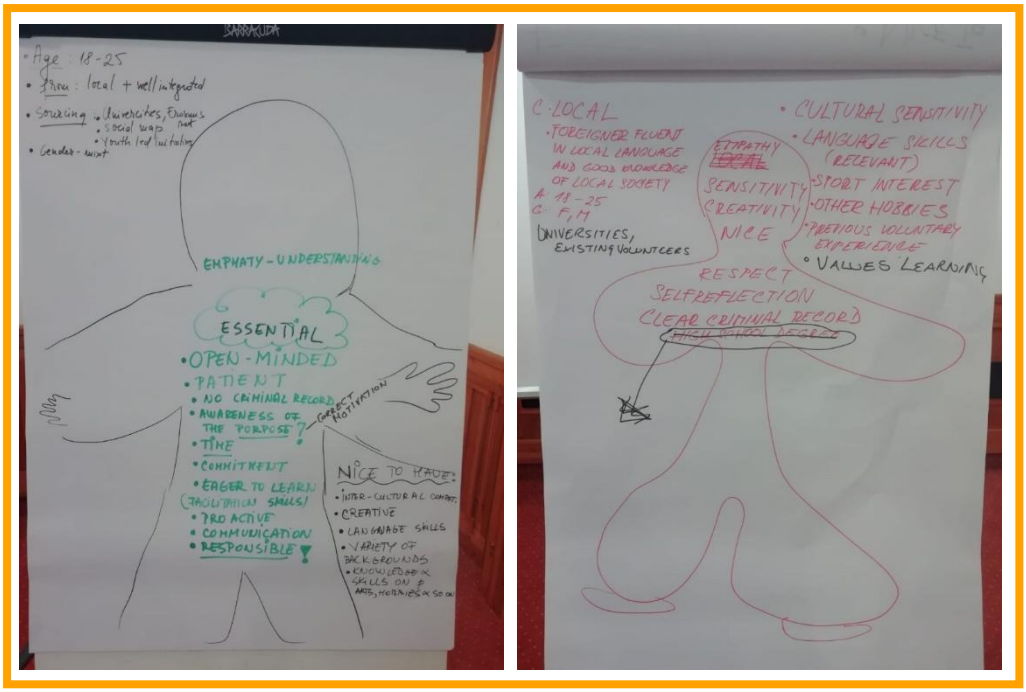
There is no one-size-fits-all when it comes to safeguarding. MINT project partners each had their own policy and were also trained on the Tdh approach. In practice they had slightly different approaches, based on their respective contexts and the ways in which programmes were implemented e.g. if mentors and mentees met one-on-one or in group settings. Some best practices and safeguarding considerations are woven in each of the following sections on programme design and implementation. Please note, safeguarding should be a consideration for all participants of any programme - including mentors.

2.2. Setting the programme parameters

In order to design effective mentoring programmes tailored to the needs of the context, it is important that programme parameters are defined at the outset. For the MINT project, this was done at the project inception meeting where all project partners came together. The following questions could be considered as part of the design process:

- ***Who are you looking to recruit as mentors?***
    - What is the age and gender breakdown of the mentors going to be?[7]
    - How and where will they be recruited?
    - What will their ethnic background be - will they be primarily from the host populations or include youths from migrant communities?
    - What are the mentoring skills mentors need to possess and how much time should they be able to spend on the programme?

[7] Other considerations could include disability, race or sexuality. While this programme must aim to be as inclusive as possible, families might have some criteria for their children's mentor, such as a same gender pairing. Some religions or cultures might not be tolerant of homosexuality; partner organisations need to decide whether they want to challenge prejudices like these, or whether this would create too much risk for the mentor and/or mentee.



Mentor characteristics as identified during the inception meeting

- ***Who are the mentees?***
  - What are the characteristics of the recently arrived TCN children (e.g. age, gender, level of local language, how much free time do they have to engage in the programme)?
  - Are their sub-groups within the populations you are considering (e.g. unaccompanied minors)?
  - Are there any special constraints that would not allow them to join the programme (e.g. agreement from a legal guardian/legal authority in case of minors)?
  - What are their needs (educational/physical/social/psychosocial)?
  - Can those needs be addressed through a mentorship scheme, and are there some (e.g. addressing trauma) that lie beyond the capabilities of the mentors?
  - What are the strengths, positive skills and behaviours of the TCN children, their families and communities?
  - What are the barriers and enablers to the TCN children integrating into education (formal or informal), local recreational activities and social events?

- ***What logistics need to be considered?***
  - **Location:** Where will the mentoring take place?
  - **Location:** Is the location safe and child friendly?
  - **Location:** Is the location in an accessible location for both mentors and mentees?
  - **Timing of the mentoring sessions:** Ensure the scheduled time of the sessions takes into consideration the availability of the mentors and mentees.
  - **Timing of the mentoring sessions:** How often should the sessions be held?
  - **Timing of the mentoring sessions:** The length of the mentoring must suit the age, ability and needs of the mentee. Please note that all children

have varying concentration spans and this needs to be taken into consideration when considering the length of the sessions and how breaks are scheduled. Children who have experienced trauma can also have challenges with concentration.

- **Timings of the mentoring sessions:** For the purposes of longevity, consider any cultural, religious or social commitments in the mentee's and mentor's calendar to minimise any absenteeism or rescheduling.
- **Translation:** Is translation required for any facilitation (interpreter), hand-outs or materials to be used?
- **Resources:** What are the resources needed for facilitating the mentoring sessions? Consider what materials, finances and staff (e.g. coordinating adults) are required.
- **Documentation:** Who will document the sessions and the experiences of the mentees?
- **Safeguarding:** TCN children have vulnerabilities as a social group and individual vulnerabilities, especially those newly arrived children who have been separated from their families or unaccompanied. Consider what additional safeguards are required to protect their welfare (this can be addressed in the mentor training package).

- ***What are the overarching goals (at the programme not individual level)?***
  - Are these different across programme contexts e.g. language acquisition, cultural assimilation, development networks and social skills?
  - What is needed to achieve these goals?

- ***What are the intended outcomes?***
  - What change will the programme create for mentees as well as mentors?
  - Are the programmes intentionally designed to influence economic/social/civic participation of participating individuals?
  - How will the mentors and mentees complement the child-led awareness raising advocating for greater social cohesion?
  - Consider how the mentoring activities will link to the local language training and sensitisation of local socio-cultural norms.

Factors for success to be considered

There are a number of factors which will contribute towards a successful relationship between mentor and mentee:

- An understanding of participation and how it applies to the mentor-mentee relationship.
- Clear guidelines for the roles and responsibilities of both parties.
- Agreed and shared understanding of the nature and type of support.
- Commitment towards the principles and values of the mentoring scheme.
- Consideration of the skills (plus willingness to build them) and attitudes of both the mentor and mentee.
- Mentee and mentor are able to identify and communicate about their boundaries.
- Clear and transparent communication in both directions.

Clear communication is the cornerstone on which all the other factors sit. It is through constructive and empathic dialogue that the relationship can develop, allowing

both parties to bring forward their ideas, enter discussions democratically and continue to develop the trust in their relationship.[8]

It is imperative to understand that the success of a mentor-mentee match is dependent upon the strength of the relationship between the two. Research has shown that mentoring is effective if mentees feel that *they* - not their performance or achievements – are the number one priority. Once a mentee feels supported and is able to build a strong bond with their mentor, then and only then, can we expect improvements in areas such as social skills development, academia or improved behaviour.

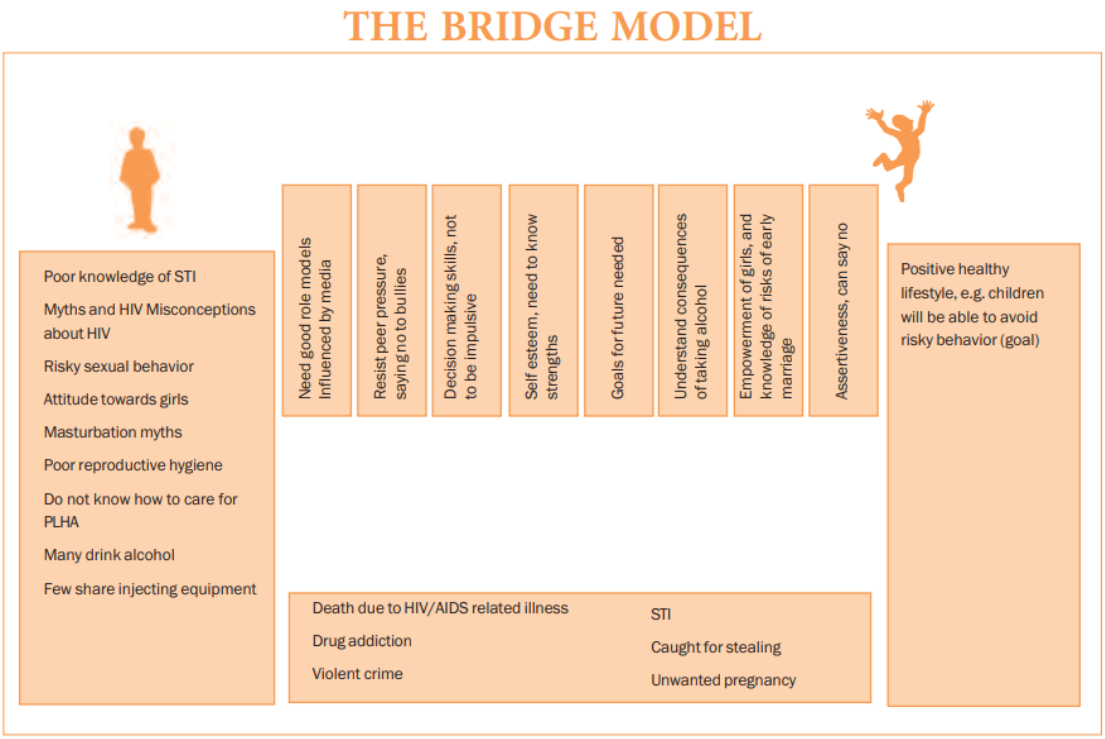
2.2. Selection and recruitment of mentors and mentees

The first phase of the recruitment process is to identify who the mentors and mentees will be.

1. **Understanding needs.** It is crucial to gain a deeper understanding of the TCN children's barriers and enablers to social inclusion in the host countries. This does not need to be excessively time consuming, a rapid information collection can take place which feeds into the mentoring process to ensure the activities are appealing, effective and striving towards the project objectives. Simple activities such as Focus Group Discussions (FGD), case studies, Key Informant Interviews (KII), structured/semi-structured questionnaires or Listening Survey can be used.
2. **Using the information.** From the information collection which takes place, consider creating a ***Bridge Model*** using the data to support the recruitment, mentor training and activity choice. A Bridge Model is a visual tool for clarifying barriers, goals and steps needed to reach the desired outcome. Below is an example of a Bridge Model taken from a Life Skills Toolkit[9] which demonstrates on one side of the 'river' the harmful beliefs and knowledge children have in relation to HIV; the desirable positive lifestyle the programme wishes to achieve on the other side; the river symbolising all the dangers the children face; and finally the planks/bridge citing the steps needed for the social change.

[8] There are many good resources on building communication skills available online. Here are a few links to activities that build these skills to get you started: https://nobelcoaching.com/emotional-skills/ and https://www.mindtools.com/pages/article/team-building-communication.htm

[9] Life Skills Education Toolkit for Orphans & Vulnerable Children in India, Family Health International (FHI), India Country Office, In Collaboration with the National AIDS Control, Organisation (NACO), With Funding from the United States Agency for International Development (USAID) Sonal Zaveri (2007)



The Bridge Model

For the purposes of a mentoring for integration project, the Bridge Model could be used to clarify the barriers to social inclusion TCN children face (including their own knowledge, beliefs and attitudes), desirable behaviour in order for inclusion goals to be met, the dangers excluded TCN children face and, critically, the steps/skills/behaviours the mentoring programme will address.

Once further information is known on the needs and groups of the TCN children which the project wishes to engage, discussions around whether to target specific social groups of either mentors or mentees can take place. These discussions can take place at the start of the recruitment process or when a gap is identified once volunteer mentors and TCN children have been recruited.

Recruiting recently arrived TCN children

A useful method for the identification process for mentees is doing a scoping exercise such as the one shown below (the information in the table was shared by the MINT project partners during the inception meeting) on which TCN children will be targeted:

	Slovenia	**Romania**	**Czech Republic**	**Poland**
Age	10-18	10-15	10-18	8-15
Country of origin	Syria, Iraq, Afghanistan, Eritrea, Kosovo, Albania, Bosnia and Herzegovina	Syria, Iran, Iraq	Ukraine, Russia, Afghanistan, Syria, Angola, Iraq (includes unaccompanied minors)	Ukraine, Chechnya, Tajikistan

Legal status	Refugees, economic migrants	Refugees and economic migrants	Asylum seekers, refugees, economic migrants	Asylum seekers, refugees, economic migrants
Socio-economic status	Low/middle	Low/middle	Low/middle	Low
Arrival within host country	Within the last 5 years (although in special circumstances might include longer term residents)	Within the last 5 years (although in special circumstances might include longer term residents)	Within the last 5 years (although in special circumstances might include longer term residents)	Within the last 5 years (although in special circumstances might include longer term residents)
Where will you find your mentees?	Existing clients, schools, referrals from other NGOs	Schools, other NGOs, migrant centres, WhatsApp groups	Existing clients, the facility for unaccompanied minors, referrals from other NGOs, community representatives	Current clients, word of mouth, schools

Recruiting mentors

A similar table can be drawn for the mentors, focusing on preferred characteristics and abilities. Possible questions to ask are:

- What is their age?
- What is their gender?
- What is their cultural background?
- What experience and abilities are the mentors required to have?
- Have they volunteered (with refugees) before?
- Have they worked with children before?
- Do you need mentors who speak a similar language to the mentees?

Note from practice: MINT project partners recruited mentors via social media and through advertisements on university platforms. According to the MINT project baseline, some characteristics of the recruited mentors were that they were comfortable with cultural diversity and liked to help others. These made them more likely to sign up for the project.

"I am very happy that I have the opportunity to work with someone from a completely different cultural background. It is a very enriching experience for me."

- Mentor, Poland

If the TCN children are selected first, good practice would be to involve them in the selection of the mentors, if time allows. This will promote buy-in and child participation to the programme. In addition, mentees' families may wish to input into specific criteria for the mentors. Whilst some criteria should be considered (e.g. considering the respective genders of the paired participants), **it is fundamental that the wishes of families may help inform the decision-making process, but *not define it*.** The strength of a mentoring process to aid integration is to work with people with different backgrounds and experiences in order to learn from each other. Promoting an ethos of cross-cultural understanding and highlighting the value of diversity are crucial for developing social cohesion *(more information on different approaches to matching mentors and mentees can be found in Section 2.4)*.

Since the aim of the programme is to foster integration, consideration needs to be given to the ethnic backgrounds of the mentors. Whilst it might be easier for mentees to positively respond and bond with mentors with a similar background, it might also limit their exposure to the host community.

Recruitment strategies

- Partner with local refugee, children or literacy agencies to recruit youth volunteers that may already have experience working with the target population of the mentoring project.
- Recruit at universities, some of whom might already have schemes to promote their students to volunteer.
- Host community meetings to introduce the community to the aims of the project and gauge if there are people interested to join the programme.
- Use platforms that youth in the community can easily access. This can be online (e.g. social media or volunteer forums) or offline (e.g. advertise in the local church or supermarket).
- Do not underestimate the power of 'word of mouth'. If the recruited mentors feel valued in the project, they will share their experiences with their peers.
- Work with community leaders or business owners to spread information on the programme and the need for volunteers.

A sample job description for mentors is included in Appendix 2.

Note from practice: It was easier to recruit female than male mentors. As some male mentees were at an age where they were more comfortable being paired with a male mentor, this proved challenging at times. It is therefore important to think about gender balance and adjust recruitment strategies accordingly.

Safeguarding and informed consent

In order to ensure an ethical and safe mentoring process, informed consent for the participation of both the mentor and mentee is required. Seeking informed consent is more than simply getting them to sign a form. It requires a clear discussion with the participants and empowering them to ask further questions or refuse to take part. This conversation may include: explaining the project, any use of media using their images or quotes, the benefits and possible challenges to them (managing their expectations), and ensuring that they are aware that they can withdraw from activities at any stage if they change their mind. It is also important to ensure that the mentee's parents and caregivers have also given informed consent *(sample consent forms and agreements are given in Appendix 2)*.

Implementing organisations should always consult their own organisational Safeguarding and Volunteer Recruitment Policies, and have a Code of Conduct[10] in place to which participants need to adhere.

Note from practice: MINT project partners ensured that in most cases parents were closely involved during the mentee recruitment process. Having discussions with the family allowed parents to help build their child's understanding of the programme (including its proposed outcomes, limitations, and responsibilities and boundaries of the participants). Building a strong relationship with the families at the outset meant that parents were more open to their children taking part in the activities.

> *"My mentee told me that her parents allow her to go anywhere with me. But I think that this is because they trust (Slovene) Philanthropy. If someone from Philanthropy is with their child, then that's ok."*
>
> - Mentor, Slovenia

2.3. Mentor training days

Slovene Philanthropy found that having the training as an external retreat helped build connections and inspire mentors

Getting the mentors and mentees started off properly is one of the defining moments for the entire mentoring programme. Trust is built during the first meeting between the mentor and mentee, and if mentors are not equipped with the right tools and do not

[10] Refer to the Tdh Code of Conduct here: https://www.tdh.ch/sites/default/files/201806_globcodeconduct_v2_en.pdf

approach the activity in an appropriate manner, they will not achieve a positive and effective relationship with their mentee.

The MINT project has shown the significance of taking the time to provide a strong training for mentors. Project partners reported that the training:

- Enhanced mentors' engagement with the programme, as they felt more connected to the project goals and fellow mentors.
- Increased their understanding and skills of working with children, especially those with a migrant background.
- Empowered the mentors to design their own mentoring activities and increased their self-efficacy.
- Equipped the mentors with tools to overcome possible challenges and empowered them to find solutions themselves.

Mentors must also be provided with appropriate guidance materials/manuals, with useful information on how to foster the mentor/mentee relationship. In the MINT project, this Framework was used to develop Volunteer Guides in the local languages providing practical and relevant guidance.

Organisations are encouraged to use their expertise to set the training agenda, as the MINT partners did. **Some partners e.g. Tdh Romania and Slovene Philanthropy had specific knowledge around migration, Ocalenie was able to have a professional psychotherapist lead on a simulation of the first mentor-mentee meeting; and OPU had external lecturers to talk about teaching Czech as a second language.** Some suggested topics to cover during the training days include:

- Overview of child rights, underpinned by the principles of non-discrimination and the best interests of the child, emphasising that all children deserve access to these basic rights.
- Migration background - insight into the realities of newly arrived TCN children, their legal status, challenges they have faced in their mother country and are facing in the host country.
- Cultural sensitisation session (customised according to countries of origin of the children expected to join the programme).
- Assets and strengths-based approach.
- How to support your mentee in setting up their plan for the mentoring process (how to support them to identify challenges, goals and solutions).
- What makes a good mentor? (see section below)
- Active listening and rules of effective communication.
- Ethics of Mentoring (see section below).
- Facilitating participation.
- How to create a mentoring agreement in a meaningful, participatory way including boundaries for both mentor and mentee.
- Safeguarding and the importance of confidentiality; what to do when serious issues arise such as abuse and who to refer to.
- Management of individual meetings (planning activities, schedule, ways of communication, solving of possible problems).
- How to recognise signs of trauma and tools to support traumatised children.

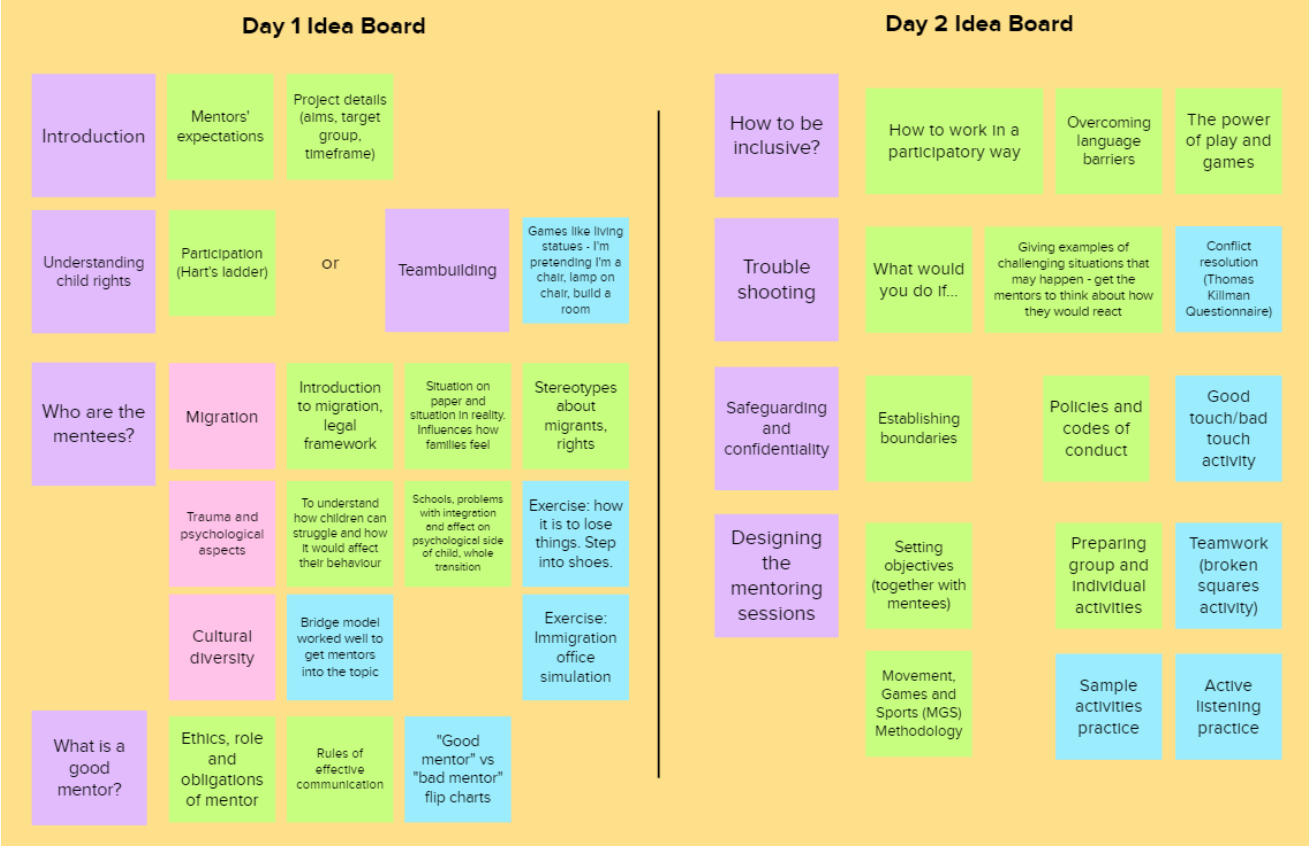
Sample training agenda

Training Day	Topic	Sample Activities[11]
Day 1 Morning	Introduction and icebreakers Central aims of the programme Understanding child rights and child participation (and where the programme fits in) Migration realities	**Introduction activity**: Mistaken Identities/Double wheel If possible, introduce **children's rights** using the aid of a video in local language (UNICEF and national Ministries of Education often provide these via YouTube). This video can instigate a discussion on the topic of children's rights. Possible external expertise to explain country context and legal challenges
Day 1 Afternoon	What is a good mentor? *Building on assets and strengths* *Rules of effective communication* *Facilitating child participation* Who are the mentees? *Challenges facing newly arrived children* *Stepping in shoes*	**Brainstorm activity** on flipcharts: Good mentor vs. bad mentor **Communication activity:** Passive, Aggressive, Assertive **Simulation activities** – "Leaving everything behind" or "Immigration office experience"
Day 2 Morning	How to be inclusive? *Cultural barriers/enablers* *Language barriers/enablers* *Gender barriers/enablers* Trouble shooting *Structures for troubleshooting* Safeguarding and confidentiality	**Sharing culture activities** Group work: creating a Bridge Model **Trouble Shooting activity:** Three C's in Decision Making Thomas Kilmann Questionnaire for conflict management[12] Good touch/bad touch activity

[11] Sample activity details can be found in: Life Skills Education Toolkit for Orphans & Vulnerable Children in India, Family Health International (FHI), India Country Office, In Collaboration with the National AIDS Control, Organisation (NACO), With Funding from the United States Agency for International Development (USAID), Sonal Zaveri (2007).
[12] More information here: https://psycho-tests.com/test/conflict-mode

		Brainstorm around confidentiality and safeguarding Developing a mentors' support network
Day 2 Afternoon	Monitoring progress and self-assessment Sample activities practice	**The T Chart and H Assessment** **Movement, Games and Sports** tool (ChildHub)

In the final Framework review, a participatory workshop was conducted to get partner feedback on specific topics, including training. The following ideas were generated by this activity. Further information about specific topic areas including navigating culture and language can be found within this Framework, and links to resources e.g. on the Movement Games and Sports methodology can be found in Appendix 2.



Collated ideas from project partners. Implementing organisations may have their own icebreakers, teambuilding activities, or substantive content to add.

One possible post-training activity would be to get the mentors to do a "home-work assignment", to conduct research on the culture and context of the mentees before meeting, in order to engage them in ensuring a culturally sensitive and inclusive programme.

Ethics of Mentoring

Good mentoring has a strong ethical component, which can be built through the supporting mentors to reflect on the following considerations:

- **Confidentiality**: The issue of confidentiality can be challenging for mentors especially if, for example, the mentee is observed or discloses that they are engaging in dangerous risk-taking behaviours, illegal activities or are a victim of abuse. **Ensure the mentoring agreement is clear about the definition of confidentiality and how action must sometimes be taken to keep the mentee and others safe.** If a mentor needs to disclose a serious issue to a trusted adult, have them explain to their mentee beforehand why they have to do so and that they can still be trusted.
- **Developing listening skills***:* It is good practice to pay attention to mentors' own learning and development. Developing active listening skills is crucial, and the aim is to enable the mentee to feel they have a trusted adult with whom they can discuss any difficult issues.
- **Ensuring equality**: Because of the age difference between mentors and mentees, as well as the fact that mentors might be more familiar with the host community, there might be a power imbalance. **Mentors need to be aware of these inequalities and find ways to bridge them, assuring their mentees that they are equal.** Mentors need to be cautious to not force their own beliefs on their mentees and accept that mentees will have different experiences that have shaped their beliefs in a different way. Providing proper training on bias and prejudices helps the mentors to break through their own.
- **Physical boundaries:** Since a mentor is not a professional but more of a guide/friend/role model, there is a little bit more leeway when it comes to appropriate boundaries. For example, holding the hand of a younger mentee while crossing the road during one of the outdoor activities or giving your mentee a high five can be acceptable. However, it needs to be made clear that not everyone feels comfortable with seemingly innocent touches (especially in a mentor-mentee pairing of different genders) and that mentors and mentees can talk to project staff if they are uncomfortable. It is always best to be a bit more careful; there are many ways to show encouragement that do not involve physical contact.

Project partners need to set their own guidelines regarding (physical) boundaries and clearly communicate them with the mentors. It needs to be explicitly stated that any gross misconduct will be reported to the appropriate authorities. Mentees also need to be aware of these guidelines (preferably a child-friendly version) and who they can report to.

What makes a good mentor

During the recruitment process and the training days, mentors need to be made aware that, especially in the beginning, and depending on the experiences that the mentees have gone through, a mentoring process will have its ups and downs. By showing the mentees their commitment and that they care, mentors need to carefully nurture the mentor/mentee relationship. Some important guidelines for mentors:

- Be open, honest, and respectful to the mentee.

- Give the relationship time to develop.
- Be on time; if you are running late or have to cancel a visit, give the mentee as much notice as possible. Consistency and reliability are key when it comes to building a trusting relationship with their mentees. Showing up on time and giving them all your attention will showcase that you are a reliable mentor. Just not showing up for your session without any explanation can be detrimental to your mentees' wellbeing.
- Give your mentee your full attention when you are together. Mentees will not feel comfortable to share their experiences and insecurities if they feel that their mentor is not completely invested in the programme and in them.
- Be consistent and clear with your expectations. You also need to make sure that your mentee has realistic expectations. Never make promises you cannot keep and do not provide money or materialistic items!
- Encourage your mentee to be open about their thoughts, feelings, and values – but do not pry. Be patient if the mentee finds it challenging to articulate their feelings.
- Ask for the mentee's opinion and respect it. Never make fun of them or their views.
- Demonstrate confidentiality.
- Value diversity. Whilst they can learn from you about their new country, you can also learn a lot from them.
- Set a positive example by obeying laws and rules.
- You cannot solve every problem that your mentee is facing. Talk to the mentoring coordinator if serious issues arise and/or professional help is needed.
- Help your mentee make decisions and formulate their own conclusions without telling them what to do. Explore alternative solutions together.
- Respect your mentee's boundaries, and make sure to be clear about your own.
- Have fun!

> *"Mentors were guided to 'listen but not ask' and to respect the stories of the mentees."*
>
> - Staff from Poland

It can happen that the mentor must terminate their participation in the programme prematurely. It is imperative that mentors learn what their responsibilities are towards their mentees, even if they have to quit the programme.

Conflict resolution and problem-solving

"*It was more about helping mentees with their emotions, not to have long discussions.*"

- *Staff member, Czech Republic*

This view was shared with respect to the Armenia/Azerbaijan conflict in 2020, when political views between mentees and mentors did not align. Rather than imposing their politics on the mentees, mentors were encouraged to conduct research and find reliable information that they could share. In this way, a respectful relationship was maintained while acknowledging that different points of view can exist.

Sample simulation exercise from Tdh Romania: Leaving everything behind

Each participant is given 8 sheets of paper and are asked to write on each one thing that make them feel comfortable (they are discouraged to write persons; just objects, things and activities).

Then, each of the participants is asked to look carefully, and then decide which one they crinkle and throw away. They discuss in pairs a little bit about the things they like and what it was like to give up one of them.

After listening to each other's story, the listener has to take one of the notes of their companion, to crinkle and throw it away. Then they have to go to a different participant and take one of their notes, without choosing.

Then, the facilitator goes and takes a different number of notes from the participants. From some of them, the facilitator takes none, from some of them takes many. From some the facilitator takes all of the remaining notes.

The participants read out what they are left with.

Debrief:

What was it like to have to give up comfort and nice things? How does it feel when you lose them? What if they were taken by persons who you thought were your friends and knew what you have and what you like? What was it like for it to be taken by a stranger who did not know or care that they took something valuable from you? What felt worse?

2.4. Matching mentors and mentees

There are different ways to match the youth volunteers with the recently arrived TCN children. The project partners need to identify which method of matching mentors and mentees is most appropriate for their specific context.

It is recommended that coordinators meet face to face with both mentors and mentees at the start of the programme to establish the needs of the mentees (i.e. is it purely integration and education or is there also a psychosocial element) and assess the capabilities of the mentors (i.e. could they deal with children with trauma or behaviour issues?). Coordinators can then assess if more sensitive matching is needed.

Some processes for matching are laid out below:

1. **Mentee self-matching**

Mentees will receive details of the mentors involved in the programme and will be able to choose their preferred mentor.

Pros: Mentees will feel more comfortable with their mentor, making them more committed to the programme. Shared experiences or characteristics will make it easier for them to share and open up.

Cons: Some coordination is needed since some mentors may be more preferred than others, with more mentees signing up per mentor. Furthermore, mentees will be less exposed to different personalities and backgrounds, since they will most probably choose someone they can easily identify with.

2. Coordinator matching

A coordinator will collect information from both mentors and mentees and will match them based on these details.

Pros: Coordinators can ensure that the mentor/mentee pairings are more diverse, giving mentees more exposure to someone from a different background. The coordinator can take into account some of the mentees' preferences. Gender or capabilities of mentors can also be considered during this matching process.

Cons: Depending on the size of the pool of mentors and mentees, this can add a great deal of administrative work for the coordinator.

3. Automated matching

There are different types of software and applications that can automatically match mentors and mentees based on a 'compatibility score'.[13]

Pros: Easy and straightforward process that will not require too much administration for the mentoring coordinator.

Cons: Software like this can be very expensive. It can take away some of the initial face to face meetings that mentoring coordinators normally would have with mentors and mentees in order to properly match them which can be negative for the programme.

4. Random matching

Mentors and mentees are randomly matched by the programme coordinators.

Pros: A quick process with little administrative burden for mentoring coordinators.

Cons: Mentors and mentees might not feel comfortable with each other, since no consideration is given to preferences and capabilities.

Note from practice: Most MINT project partners used a hybrid between coordinator and self-matching. Project staff gathered data on mentees and mentors during recruitment. Some also organised a kick-off group event, during which mentees and mentors were able to get to know each other. To ensure successful matching, they incorporated mentee preferences, natural interactions, and information gathered via the mentor application forms or mentee house visits.

One project partner decided in the end not to have one on one mentoring pairs but facilitated group sessions in which families were also present. Pairing happened spontaneously for specific activities e.g. games or homework support.

[13] For example: Mentorloop, Insala or Instaviser. Please note, these examples were selected on the basis of desk-based research; the consultants cannot guarantee suitability.

3. Mentoring in practice

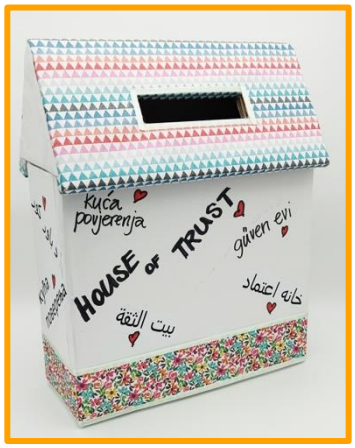
After taking ample time to design the mentoring programme, preparing the mentors for their role, ensuring that mentees have a good understanding of the programme, and making the pairs, the mentoring relationships will kick off. This section will give guidance on running the mentoring meetings, both individual and in group settings. This includes setting boundaries; useful tips for working with mentees facing specific challenges; suggestions for activities with emphasis on play; and a note on going digital.

3.1 The mentoring meetings

It might be useful to organise a first general meeting – and more during the course of the project – with all the mentors and mentees, to create a sense of belonging to a larger group and to promote getting to know the other mentors and mentees within the programme. This first meeting could also include mentees' families, so that they get a better sense of the programme and with whom their child will be spending time. The first meeting can be exploratory to see if the mentoring relationship would work. Getting off to a good start is important and trust must be built from the beginning. It can be helpful to look for shared experiences or characteristics, even if it seems like the mentor and mentee are completely different!

The considerations below can apply to both the individual and group meetings. Subsequently, more specific guidance will be provided for each of these types of sessions.

Establishing a safe space



"House of Trust" at Slovene Philanthropy

Children and young people need safe spaces where they can come together, engage in activities related to their diverse needs and interests, participate in decision making processes and freely express themselves. If youth have safe spaces to engage, they can effectively contribute to development, including peace and social cohesion. For people in marginalised groups, psychological safety and physical safety are closely related and not easy to separate. Wherever you choose to hold your meetings – in either permanent or rented space – lay down guidelines and put in efforts to ensure that you offer the children and young people you are working with a safe space in which they feel free to talk, raise

issues of concern, relax, grow and develop. Making a space visually child-friendly will help make the children feel more at home.

Note from practice: Slovene Philanthropy had a 'House of Trust', a house-shaped box where children could put in a note with anything they wanted to share with mentoring coordinators. Staff had explained to children what the purpose of the 'House of Trust' was and put text on the box in children's own language.

Mentors will have learnt about their rights and responsibilities when it comes to safeguarding during the training, and mentees should be treated as agents and stakeholders in this as well. It is recommended that a child-friendly safeguarding policy be available and that a staff member have a participatory discussion with the children to empower them to be active in their own safeguarding. If children do not feel safe, or do not know that their opinions and experiences are valued and trusted, they will not be able to discuss their boundaries with their mentor or communicate confidently with programme staff.

Managing expectations and setting boundaries

It is important that mentees and their families are completely aware of the goals and aims of the programme and that their expectations are managed. Mentors need to know that they should never feel pressured to provide more than the mentoring support they offer during the mentoring sessions. If mentees or their families start to ask for more, such as money or visits outside of the programme, mentors must know how to decline. Furthermore, whilst mentoring can be very beneficial both mentors and mentees, it will not solve ALL problems in a recently arrived child's life, mentors and mentees must be always reminded of this fact.

Mentors and mentees need to be empowered to set boundaries and ground rules, both individually and as a pair. The following are some questions mentors may want to consider and be prepared to answer at the beginning and during the programme:

- What if your mentee asks for money?
- What if your mentee asks for your phone number? What about home or email addresses?
- What kind of longer-term contact would you be comfortable with?
- What if your mentee asks to meet outside of scheduled meetings?
- Is it acceptable to accept a friend request from your mentee on social media?
- Do you share a personal problem with your mentee?
- Should you meet together at your or your mentees' home?
- Your mentee arrives for their mentoring session with a friend. Do you ask them to leave?
- You have an old computer that your mentee could use. Is it okay to give it to them?
- You know your mentee will not be celebrating Christmas. Do you invite them to your family's celebrations?

- Your mentee makes a passing remark that you feel is racist. Do you tell them they are wrong and that you find the comment offensive?[14]

Project partners need to establish what their organisations' boundaries are and provide the mentors and mentees with clear guidelines. If mentors indicate they need stricter boundaries, those always need to be adhered to!

The process of mentoring

Mentoring is a process that needs to be adapted to match the context that it takes place in and the needs of the mentee. With the support of the mentoring coordinator, mentors and mentees need to co-create the content of their sessions. While the underlying goal of the MINT project was to promote integration and prepare TCN children to enter education in the host community, each mentee had their own needs and capabilities that the mentoring process was adapted to.

TCN children can be facing a range of issues, some more difficult to deal with than others. They can span from wanting to build confidence to learning a language, and from wanting new friends to having to deal with trauma. Mentors need to be aware of their own capabilities and shortcomings. They are not highly trained psychologists or teachers and thus need to manage the expectations of their mentees in what can be achieved during the course of the mentoring programme. Project partners need to provide guidance on what support mentors can and should offer, and what is most age-appropriate for the mentees. For example, mentors might not be able to address the actual trauma a TCN child is experiencing, but they can offer distraction in the form of fun activities or help mentees feel more comfortable around other people by offering a listening ear.

Mentoring coordinators need to provide guidance to the mentors on how to design the mentoring process – in collaboration with the mentees – to fit with the mentees' individual needs and capabilities.

The process of mentoring can be laid out as follows:

1. **Identify the issue/concern**
   During the first few sessions, mentors and mentees talk about their expectations and concerns.
2. **Identify the goal of the mentoring process**
   Through discussion, the mentor helps the mentee to narrow down the issues/concerns and set short- and long-term goals.
3. **Explore, investigate and look at opportunities**
   The mentor suggests options to the mentee on how to address the issue/concern that the mentee identified. It is recommended that organisations have a pool of activities and their connected aims available for the mentors to use to shape their mentoring programme. *Some suggested activities can be found in section 3.3 and further resources are included in Appendix 2.*
4. **Make a plan of action**

[14] Questions adapted from: Wonder Foundation, A Toolkit for Running a Mentoring Project for Young People

Evaluating the possible solutions that the mentors provided, the mentees choose a plan of action to address the issues that they identified. The mentor guides the mentee through this process, offering advice on realistic outcomes and time lines.

5. **Carrying out the mentoring programme**
   The mentor's role is to guide and encourage the mentee through the process of carrying out the plan and activities that the mentee has chosen. Very important: activities just for the sake of having fun are just as important and educational as those focused on an actual goal!
6. **Evaluation and assessment of the goal and the process**
   Mentors evaluate whether the plan of action has led to the accomplishment of the goal. If not, a different approach needs to be discussed and chosen. Otherwise, new goals and a plan of action can be identified. It is recommended that this assessment takes place every three months.

Supporting traumatised mentees

Mentors need to be made aware of the topics that their mentees might, eventually, want to discuss. What do they do if they see that a child is struggling massively with trauma? Who do they go to if serious abuse or family problems are confided in them? How do they balance the need for confidentiality and safety?

It is possible that some of the mentees in a mentoring for integration programme have gone or are going through difficult times, and their lack of self-esteem may make them lash out to people willing to help them. Mentors might feel frustrated by the mentees' seeming lack of interest in the programme. On the other hand, mentees might also become too clingy, expecting that the mentors will be available to them all the time or help them solve all of their problems. In cases like these it might take longer for a healthy mentor-mentee relationship to get in place. Mentors need to remain patient and keep working on establishing a trusted relationship.

Mentors must be prepared for situations like this, both during the mentor workshop as well as throughout the programme and when these problems occur. Therefore, mentoring coordinators must organise regular check-ins with the mentors and promote an open and honest environment, both between project staff and mentors, and between mentors themselves. Mentors must never feel like they are struggling alone. It is also important the mentors' and mentees' expectations and goals are identified and discussed at the beginning of the programme, and that mentors know that it is healthy – and important – to set certain boundaries. They also need to know who they can reach out to if bigger issues arise.

Useful tips when working with migrant and refugee children

1. **Focus on children's strengths**
   Every child has their own strengths, skills and knowledge, which we must always build upon. Migrant children have gone through experiences that even many adults have not and can thus bring unique knowledge and skills. Whilst promoting learning about the host society, supporting to maintain their home language and culture is crucial to building the mentees' confidence and identity.
2. **Understand and recognise stressors, and the effect of trauma**
   Refugee children have often developed a degree of resilience to cope with the experiences before, during and after their journey. They must not be stigmatised: be aware that some TCN children have experienced adversity, but never think that this completely defines a child. Traumatised children might show disruptive behaviour or be reluctant to participate in the mentoring programme or at

school. Mentors must be sensitive to the signs of trauma, support where possible but also be advised on when to refer the child to the coordinating adult or an expert when necessary.

3. **Understand the challenges of relocation and acculturation**
   Recently arrived migrant children may have gone through big upheaval because of their relocation and circumstances beforehand. Having to adjust to a new community, often without knowing the language or social norms is difficult. Some families might go from a tight-knit community to a place where they do not know anyone, having no support system to fall back on. Generally, children develop language skills quicker than adults, which can increase the burden on children when parents rely on them to understand their new environment and act as translators.
4. **Access to community resources**
   Mentors might benefit from receiving resources on how to work with refugee families. These could also include a list of organisations that could help with specific issues, such as housing or psychosocial support, in case mentees bring up issues that mentors cannot – and should not – solve. Project partners already working with refugees and migrants will have these resources themselves, others might need to acquire them.
5. **Be a champion for migrant children**
   Refugees might be at risk for bullying and harassment because of stigmatisation, ignorance and discrimination. Be a champion for the rights of migrant children and put an immediate halt to such behaviour. Show your community the strength of migrant children and how much we can all learn from each other.

Note from practice: Several Slovene Philanthropy mentees left the MINT project quite suddenly as they were relocated without notice. Their mentors were left shocked, which reinforces the idea that mentors need to be adequately prepared for the realities of mentees' migrant status.

Guidance for working with children dealing with low self-esteem

- Focus on children's strong points and not their flaws. It is important that they see their strengths themselves. An example activity is writing "I am…" on a chart paper and having them make a list. They will write both positive and negative characteristics. Focus on the positive ones.
- Help children learn new skills (even very simple ones). If the mentee shows interest in something particular, encourage them to try it. Mentors can see if they can undertake this activity together, or if they can show them how they could learn this skill (e.g. taking football lessons or joining a choir).
- Teach children that it is okay if things do not go right all the time. An example activity is making the children complete the following sentence "I am afraid of …". Then have them make a list of why they should not be afraid or what they can do to overcome this fear.
- Making decisions feels powerful, so help children make choices. The steps outlined above as the mentoring process are helpful for this. Mentees will feel empowered by shaping their own mentoring programme. However, be aware of what level of choice might overwhelm your mentee. Sometimes just starting with "Where do you want to sit?" or "What colour pen shall we use?" is a good start for a child with low self-esteem. Slowly show children that they are perfectly capable of making more complex decisions themselves.

- Solving a problem makes you feel like you achieved something. When a child is struggling, support *them* in finding the solution (do not give them one!). Again, the mentoring process steps outlined above will help achieve this.

Guidance for working with children dealing with trauma

- Know how to recognise different signs of trauma, when to refer the child and to whom. While some traumatised children may lash out and exhibit disruptive behaviour, other children may become withdrawn and quiet.
- Keep calm if a child tells you about their traumatising experiences, let them share if they want to and never judge. If they have questions, answer them calmly, briefly and in a reassuring manner.
- If the child does not want to talk about their experience, never press the issue and do fun activities to distract them.
- Act normal around the child. Never show them your shock or your own anxiety.
- If your mentee starts to panic, help them breathe through it. You can try the following exercise: make them name 5 things they can see, then 4 things they can hear, then 3 things they can touch, then 2 things they can smell, and finally 1 thing they can touch.
- Stay positive.
- Some children might struggle to talk about their experiences but want to share through different forms of communications, like drawing or role play. Make sure that you do not get drawn into a negative repetition of trauma (e.g. children might provoke you to replay an abusive situation at home).

Signs of trauma can include:

- Constantly replaying the event in their minds.
- Nightmares and difficulty sleeping.
- Beliefs that the world is generally unsafe.
- Irritability, anger and moodiness.
- Poor concentration.
- Appetite issues.
- Behaviour problems.
- Nervousness about people getting too close and jumpiness from loud noises.
- Regression to earlier behaviour in young children, such as: clinging, bed-wetting or thumb-sucking.
- Detachment or withdrawal from others
- Use of alcohol or drugs in teens
- Functional impairment: inability to go to school, learn, play with friends, etc.

Mentors need clear guidelines on what to do when serious issues arise. Referral systems need to be in place if things such as abuse or trauma are reported by the mentees.

3.2 Individual and group activities

The MINT programme included a series of individual and group activities. Programme staff and participants themselves were able to design the activity plan, though the most ideal division was thought to be 3 individual meetings and 1 group meeting per month. The individual meetings allowed mentees and mentors to form a strong and trusting

relationship, while group sessions made it possible for mentees and mentors to socialise in a larger group.

Guidance for individual meetings

For safeguarding reasons, it is recommended that the individual meetings take place in one shared space with the other mentor-mentee pairs, although care must be given that each pair has enough relative privacy to build trust and confidence between them. This way, the mentoring coordinators can monitor (from a distance) to see whether the mentor-mentee pairs have an initial "click", and that no inappropriate behaviour takes place.

Some of the suggested activities (see Section 3.3) take the mentoring pairs away from the central project location. It is important that there is a clear protocol for these meetings to ensure that everyone is safe. One strategy is to make sure that mentors always let programme staff and their mentee's family know beforehand where they will be going, so that risks could be mitigated in advance.

Note from practice: A challenge regarding boundaries that MINT programme partners had to consider was whether it was appropriate for mentors to visit the mentees at their house, as this could potentially result in an unsafe situation for both mentee and mentor. While in some contexts it was encouraged to never do this, for some programme partners this was allowed as long as a sibling or parent was also present. In this case it was also imperative that support staff was informed about the visit beforehand.

It is likely that mentees may feel more at ease to share more personal stories during individual sessions than during group meetings. It is therefore very important that mentors are equipped with the tools to support their mentee during such conversations (refer to the "Supporting traumatised mentees" section above).

Guidance for group activities

Group meetings are an opportunity to broaden social experiences and create shared memories. Especially when language may be a barrier - as it was in the MINT programme - these activities can be based more on expressing oneself through art or sports, while still communicating, giving verbal cues and building skills.

Note from practice: One successful approach that Tdh Romania used was the Movement, Games and Sports strategy. The games were used to create group cohesion, as the focus was on cooperative games, not competitive ones, and got everyone involved. Mentors learned about this methodology during the training. Group activities are also an opportunity to try new things and provide joyful experiences.

"We overcame most barriers through games."
- Mentor, Romania

"My son enjoyed the music workshop very much. Afterwards, he sang all day."
- Parent, Poland

Excursions, especially to other cities, were often done in a group-setting. Children enjoyed learning more about the host-country and visiting different places. From a safeguarding perspective, it is important to acknowledge that some activities are better suited to take place in a group.

Note from practice: Staff discretion must be exercised to determine appropriateness of activities, particularly with regard to culture as well as safety. One mentoring pair wanted to go to the swimming pool together. The mentor checked with programme staff whether this was appropriate. It was decided that this was better done as a group activity, so as not to put too much pressure on the mentor to ensure their mentee's safety. Programme staff was able to supervise the mentees and mentors, which allowed the participants to only have to worry about having fun!

Some children may feel more at ease in a group setting than others. Implementing organisations and mentors should keep an eye on children who may need more encouragement to be active. Without putting too much pressure on them, support children to participate. Give children enough time and don't just expect big changes after one session - though some children may surprise you!

3.3 Suggested activities

Before selecting which activities to undertake, it is important to identify what the aims of the mentoring programme are. Purely educational activities might be too one-sided for traumatised or marginalised children, who could be in need of more support.

Play is a powerful tool not only for promoting positive mental health and wellbeing, but also building a range of cognitive, physical and socioemotional skills. When children play, they learn to communicate and navigate relationships with peers, to negotiate, resolve conflicts, think creatively and solve problems. There is value to free as well as facilitated play, and playful practices can involve a range of activities including storytelling.[15] **There is intrinsic value in joy, which can help children build resilience and overcome the stresses they face in their daily lives.**

It might be difficult for the youth volunteers to come up with appropriate activities for the whole of the mentoring period. It is recommended that each project partner has a database of activities and related aims that the youth volunteers can choose from. Some suggested activities are listed below.[16]

Indoor activities

Aim	Example activity
Getting to know each other	Ice breakers Group art activity Board and/or card games

[15] For more information see the Real Play Coalition report on "The Value of Play": https://www.legofoundation.com/media/1506/the-real-play-coalition_value-of-play-report.pdf

[16] There are many useful ideas for age appropriate activities freely available on the internet. Here are a few links: https://unicefkidpower.org/team-building-activities-for-teenagers/ https://www.michigan.gov/documents/mentormichigan/Mentoring_Activity_Ideas_288509_7.pdf http://connecting-generations.org/wp-content/uploads/2016/10/52-Mentor-Activities.pdf http://yess.co.nz/mentor/131-fun-ideas/

Building trust	Trust walk
Learning about each other's culture	Cooking together
Building self-confidence	Role play
Building language skills	Story-telling Learning new vocabulary
Building self-esteem	Writing down positive characteristics

Outdoor activities

These will often take the form of cultural and orientation trips – where children and young people gain confidence, learn about their host countries, and have fun. Programme staff and mentors will have many ideas of outings that would work, but some broad recommendations include:

- Visit a public library, museum, aquarium, planetarium, art gallery, natural museum, national park, cemetery, etc.
- Visit a job site/do a job shadow/interview someone who has an interesting job.
- Take a nature hike or visit a farm.
- Take a historical tour (bus or walking) of the city.
- Do something active together, such as going bowling, taking part in a dance workshop, or going to a jump-park.
- Go to a cultural event (concert, play, symphony), or watch a film together.
- Go to a sporting event (for example, a football match) or do sports yourself.
- Talk with senior citizens about their life story and historical events.
- Go grocery shopping together; plan a menu for a meal, make a budget for it.
- Explore public transportation together.

> *"I really like meeting my mentor. In the summer, we went to museums together, she showed me interesting places in Warsaw. Together, we talked about my future, about the competences I need to acquire to achieve my dream job."*
>
> - Mentee, Poland

Picture: Slovene Philanthropy

Note from practice: Outdoor activities were one of the most popular elements of all the programmes! For many children they represented an opportunity to explore their new surroundings in ways that they couldn't before - either due to a lack of knowledge, language barriers, financial constraints or even movement restrictions for children living in centres for asylum-seekers. Fun and new shared experiences helped build and strengthen the mentor-mentee bonds.

Child to Child's Step Approach

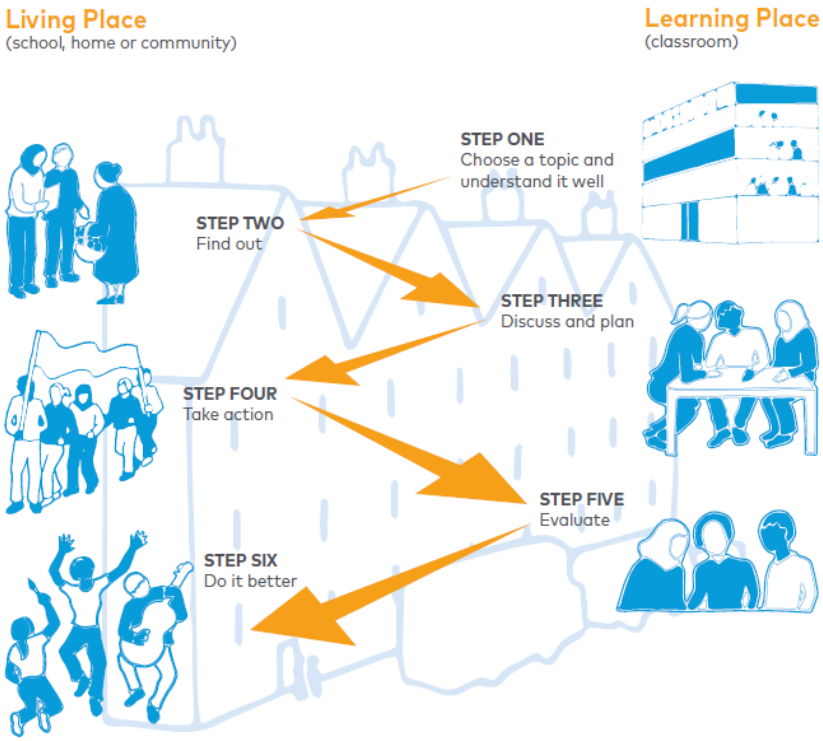
One approach that can be used for mentors and mentees to design activities in a participatory way is the Child to Child Step Approach.[17] Using a series of linked activities, or 'steps', children think about the issues impacting their lives and the lives of their communities, make decisions, develop their life-skills and take action to promote health, education and development in their communities, with the support of adults.

The steps are as follows:

1. **Choose and understand the topic** - Children identify and assess their problems and priorities.

[17] In the resources below, you can see how it has been used to support vulnerable children to address issues that affect them, and children to address issues around disaster risk reduction. Detailed guidance for facilitators is provided.
http://www.childtochild.org.uk/wp-content/uploads/2014/10/Child_to_Child-Supporting_Vulnerable_Children.pdf
http://www.childtochild.org.uk/wp-content/uploads/2014/10/Child_to_Child-Involving-Children-in-Disaster-Risk-Reduction.pdf

2. **Find out more** - Children research and find out how these issues affect them and their communities.
3. **Discuss what we found and plan action** - Based on their findings, children plan action that they can take individually or together.
4. **Take action** - Children take action based on what they planned.
5. **Evaluate** - Children evaluate the action they took: What went well? What was difficult? Has any change been achieved?
6. **Do it better** - Based on their evaluation children find ways of keeping the action going or improving it.



Different projects have developed different models with different numbers of steps. There is no "right" number of steps. **What matters is that there is a sequence of activities that enables children to understand the issues around them and make positive changes.**

Whilst the activities are frequently initiated by or with children, adults are available for support. Increasing meaningful participation is a slow and phased process ranging along a continuum from children's active involvement to children directing initiatives.

This approach may be a useful starting point for designing a series of activities to support mentors and mentees to advocate for improvement around issues affecting migrant and refugee children.

3.4 Supervision and monitoring

Depending on the availability of human resources, it is strongly recommended to have a staff member responsible for providing ongoing supervision and support to the mentors.

Periodic check-ins with the mentors are needed to determine progress on programme and individual goals, as well as to address challenges along the way.

Mentors should develop a work plan establishing frequency of meetings, day of the week, specific roles for the mentor and activities to be carried out. Related to this, supervising staff members can create a timeline with feedback mechanisms for mentors and mentees, as well as periodic feedback from parents.

Sample timeline

- Meeting 1: Staff should be present for the first meeting to facilitate introductions to people as well as to the programme, and to ensure that mentors and mentees are comfortable. Have a clearly defined structure and a plan for where, when and how the first meeting is to occur. Programme partners can decide whether the mentees' caregiver(s) should be present.
- Month 2: Staff to attend an individual meeting in an observational capacity and check in with parents, to gauge the response to the mentoring at the community level.
- Month 4: Staff to attend group activity to observe progress on goals (e.g. on child participation) and to facilitate a feedback session with mentors.

In order to build in an element of ongoing self-assessment, programme staff can help mentors create milestones for the development of the mentor-mentee relationship.

Supporting mentors

Mentors need to be provided with sufficient support from their mentoring coordinator. After establishing enough trust, they might be involved in difficult conversations about the experiences that the mentees have gone through before, during and after their journey. It is important that the mentors know who they can talk to – confidentially – to process this information. During the training days and initial meetings, they need to be equipped with tools on how to address such difficult conversations. Especially if a mentor/mentee pair is struggling to bond, more support is needed from the mentoring coordinator to establish a good relationship.

Preparing mentors for possible challenges and giving them tools on how to deal with them, will ensure that less mentors will drop out of the programme because of avoidable reasons.

Monthly/periodic meetings with support staff must ensure that mentors are coping well with possible difficulties. Practice showed that mentors having a relationship of support and reinforcement with a mentoring coordinator helped maintain the motivation to face challenges.

Mentors can also support each other, for example in a WhatsApp group or during regular mentor group meetings. Providing mentors with the opportunity to solve their own problems will empower them and make them able to show the same sort of support to their mentees. While some of these meetings should be supervised by project staff in case serious issues arise, it is also recommended that mentors are in contact more informally, to let off steam and brainstorm together.

Note from practice: Systems need to be set up if mentors are to support each other, bounce ideas off each other or troubleshoot. Each partner organisation provided space for mentors to communicate and provide peer support. For Ocalenie, there were meetings every second month to discuss if there were any issues in the upcoming events; share stories and good news, or problems for which they would like to find solutions.

> *"Regular meetings with other mentors helped me because we talked about our experiences; I got some ideas from others, it helped me to hear what others are doing. And we also shared the challenges we face which also helped me a lot."*
>
> - Mentor, Slovene Philanthropy

Research has shown that a bad mentoring relationship is more dangerous to mentees' wellbeing than no mentoring relationship at all.[18] Project staff should therefore keep a close eye on pairs in case unsurmountable issues arise. Mentors and mentees should always have the option to terminate a mentoring relationship if the match is not working out.

Establishing benchmarks for supervision

Know what standards you want to keep to in the programme, so that supervising staff can have benchmarks for performance. For instance, if you say you want to be facilitating effective child participation, the basic requirements are that it is:

1. Transparent and informative
2. Voluntary
3. Respectful
4. Relevant
5. Child-friendly
6. Inclusive
7. Supported by training for adults (mentors)
8. Safe and sensitive to risk
9. Accountable

Monitoring and evaluation processes

Monitoring and evaluation is measuring what works, what doesn't work, and why. The purpose of doing an evaluation is to help the mentors work more effectively, to see what has been accomplished, and learn from experiences.

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

- **Option A:** Regular monitoring can be built into ongoing programme processes by incorporating regular participatory M&E activities into meetings. There could be feedback forms for mentors at the end of every session or periodically.

[18] Tonidandel et al, "Maximizing returns on mentoring: Factors affecting subsequent protégé performance," 2007.

- **Option B:** Periodic workshops and/or focus group discussions and interviews involving key stakeholders to gather the M&E data (e.g. at 3 months, 6 months, 9 months).
- **Option C:** A creative mixture of options A and B. Your organisation may have different creative ideas on how to implement the M&E process in ways that best suit the particular context.

Implementing partners need to choose what monitoring process is most appropriate for their mentoring programme and identify which benchmarks are needed to monitor progress. Involving both mentors and mentees in the design of this process and the reporting will lead to a stronger programme.

Engaging children in evaluation

The following are some guidelines for having mentors and mentees participate in evaluating the programme:

- Start thinking about how you are going to involve children in monitoring and evaluation from the earliest stages of any project or programme.
- Introduce **confidential reporting** mechanisms that are accessible to girls and boys, to ensure that all children can easily share concerns or reports about child abuse. These concerns must always be followed up sensitively and promptly by the appropriate agencies.
- Equip children with the **skills and confidence** to use participatory monitoring tools to support their active role in monitoring and evaluation.
- Develop **child-sensitive indicators** with children to enable them to identify their priority concerns and the goals they want to achieve. *Example indicators can be found in the toolkit for monitoring and evaluating children's participation, which is linked in Appendix 1.*
- Make efforts to ensure a safe environment where children and young people feel safe to share negative experiences and criticisms about participation in programming without fear of repercussions.
- Give children **rapid and clear feedback on the impact** of their involvement, the outcome of any decisions, the next steps, and the value of their involvement.
- Communicate the results of M&E back to all the children involved in an accessible and child-friendly way and make sure their feedback is taken into account in future work.
- Ensure that any mistakes identified through evaluation are acknowledged and that the organisation is committed to using these as lessons learned to improve future practice.
- Evaluate how mentors have understood and implemented children's priorities and recommendations into their strategies.

Core M&E tools to be employed can be:

- Interviews.
- Questionnaires or surveys (including knowledge, attitudes and practices (KAP) surveys).
- Focus group discussions.
- Observation.
- Participatory data collection and analysis tools.
- Stories of most significant change, case stories or oral testimonies.

A monitoring and evaluation plan can take the following form:

Indicators	Any existing reports we can look at?	What methods will we use to gather data?	How often will we collect this data?	Who will we collect this data from?	Who will collect this data?	What are the materials needed?
E.g. Children have enhanced self-confidence	Body map before/ after; stories of most significant change; M&E reports	Self-confidence scoring; body mapping (before and after); stories of most significant change; interviews; observation	Baseline scoring at start of programme; at 12 months and 18 months; stories every three months	Mentors, mentees, parents	Staff	Refreshments for meetings and focus group discussions with parents/ caregivers

In the MINT project, monitoring of impact and methodological adjustment was done as follows:

- **Baseline survey of children integration**
  In order to demonstrate the positive impact of the mentoring programme on the integration of children, an initial baseline survey was conducted to get data on mentees and mentors.

- **Mid-term and End line surveys**
  After the end of the first 9-month cycle, each partner collected a set of information and data related to the progress of each child towards local integration divided into several areas which included: mastery of local language (external assessment), educational achievements (external assessment), and social integration (self-assessment). The results were then compared to the baseline data. The same methodology was used again at the end of the second cycle in order to measure the progress of children of the second cycle towards local integration. The end-line survey introduced three new measurements: the interaction of the mentor/mentee; the level of participation and engagement; and the overall assessment of the mentoring programme.

- **Methodological Adjustment**
  Based on the results of the Mid-Term and End line surveys, Focus Group Discussions with participants and parents, and interviews with the MINT programme partners, the mentoring programme methodology was revised

in order to reflect project best practices. The updated Framework will be subject to a wide dissemination at EU level.

3.5 Going Digital

The onset of the COVID-19 pandemic meant a massive adjustment and reorientation process for all partners in the MINT mentoring programme. One of the greatest challenges was "going digital" – transposing a programme that was dependent on human interaction to create bonds and relationships – to a virtual space. Some of the issues that the project partners struggled with were:

- **Mentee exhaustion** – since many of the children already had full days of online classes, they were physically tired by screen-time and also struggled with motivation to show up.
- **Mentor demotivation** – this was partly based on the difficulty of online bond-building.
- **Logistical challenges** – not all mentees had equal access to devices, and partner staff had to take on a heavier coordination role, sometimes via the family phone.

> *"If mentors lost motivation during the pandemic, it was because they didn't know how to be useful."*
> - Staff member, Poland

While the scale of this challenge may be particular to this time, we found it helpful to take some lessons from the adaptation and reorientation processes, which can be applied to future programmes having an online mentoring component. Some of these are captured below:

1. **Equip mentors with motivation techniques.** Think about ways in which "offline" ideas of bond building can be taken online. In particular, guide mentors in keeping an eye on the mood, providing adequate "energiser" activities which may involve physical movement e.g. dance, stretching, pretend play. Others would include "show and tell", or storytelling activities.
2. **Be mindful of fatigue.** Shorter and more frequent meetings, with some projects to be completed "offline", may be more effective than longer and less frequent sessions.
3. **Be creative with sessions.** Capitalise on formats that children may be familiar with or that are in keeping with the times, e.g. Tik Tok videos. Some ideas which also emerged based on mentor and mentee interests included virtual tours of museums, a virtual "visit" to an animal farm, and research to create a tour of the city.
4. **Combine pairs of mentors and mentees.** Occasionally, having group sessions improved the online experiences.
5. **Strike a balance between learning and fun.** The online mentoring sessions often became akin to tutoring sessions for children struggling with virtual school. One thing to bear in mind is that the mentor role is not exclusively one of a teacher, so it would be desirable to strike a balance in terms of the content of the sessions.

6. **Explore tools to enhance experiences.** A number of online tools can be used to make sessions more engaging, e.g. Mural, Kahoot, Mentimeter.
7. **Be mindful of language barriers.** Children struggling with language may be even more difficult to engage online, so it would be useful to equip mentors with activities to overcome language barriers (for more, see Section 4.2, Overcoming cultural and language barriers). One useful tool online (to be used only when absolutely needed) was Google Translate!

Inspiration from Practice - "Boxes in a Train"

One creative idea from the OPU experience was the generation of videos, using each "box" on the Zoom screen to depict a character. One of the themes for the videos was "breaking (COVID) barriers", another was depicting scenarios in the carriages of a train. Some of these scenarios for telling stories were:

- Three passengers do not have a ticket, one is a ticket-collector.
- A person comes in playing loud music and doesn't want to turn it off.
- A celebrity enters in a flurry of attention, but wants to have privacy.
- Everyone is hungry with one last baguette left, but then one person arrives in a wheelchair.

How does each character respond? How can expressions be used to convey drama? How can music be used to enhance the videos – and the element of fun? These were some of the ideas that were explored in the creation of videos that ultimately represented shared creative experiences for the mentors and mentees.

"Narratives, fairy tales, stories - are colourful and more effective."
- Staff member, Czech Republic

"The solution for the pandemic situation of 'Overcoming barriers' and 'Train coaches videos' was great. I really enjoyed that we were able to be in contact like this (when it wasn't possible to meet offline)."
- Mentor, Czech Republic)

In general, partner staff shared that they did not believe a completely online mentoring programme would be appropriate for this particular demographic, with smaller children. Where possible, a blended programme, was preferred, with the chance for the human connection to be formed and developed offline.

Note from practice: With online sessions, there was a risk of the time being spent exclusively for tutoring. Some MINT mentors indicated that they were feeling a lot of pressure from parents about their mentees continuing to do well in school, and always being available to help with schoolwork. Programme staff emphasised the importance of mentors indicating their boundaries, preferably in the beginning: being clear about how much time they can spend with their mentees and what kind of support they can reasonably provide.

4. Cross-cutting considerations

As shown throughout the Framework, one thread that runs through all aspects of programme design and implementation is safeguarding. **There are however further cross-cutting considerations that implementing organisations need to bear in mind: child participation, overcoming cultural and language barriers, and ensuring gender equity.** Support staff should have clear approaches to these challenges and support mentors to know how to deal with them.

4.1 Child participation – a rights-based approach

The United Nations Convention on the Rights of the Child (UNCRC) recognises that children are not merely passive recipients, entitled to adult protective care. Rather, they are subjects of rights who are entitled to be involved, in accordance with their evolving capacities, in decisions that affect them, and are entitled to exercise growing responsibility for decisions they are competent to make for themselves. Article 12 of the UNCRC states that **every child who is capable of forming views has the right to express those views freely in all matters affecting him or her, and that their views must be given due weight in accordance with their age and maturity.** This is a fundamental right, and an underlying principle which must inform the implementation of all other rights.

The Committee on the Rights of the Child has stressed that the right to participate applies without discrimination to all children capable of forming views, irrespective of age, gender, disability, ethnicity, religion, family income, or other factors. It applies to all areas of their lives, from the family, school, local communities and public services to wider government policy. The Committee also emphasises the fundamental importance of providing children with the information (in accessible formats), time and space they need to be able to participate safely and effectively.

Initiatives actively engaging children have demonstrated that:

- children and young people have unique perspectives and expertise that can shed light on the challenges they face and on the best strategies for resolving them
- children, when provided with the opportunity, necessary information and support, can and do make a significant contribution to decisions affecting their lives
- children want greater control over the issues that affect them, at the individual and collective levels
- adults commonly underestimate children's capacities and are positively impressed when they see children actively contributing to discussions
- children's participation can enhance the quality of legislation, policy-making and service provision relevant to their lives, with consequent positive outcomes for the realisation of their rights
- children and adults consistently report that participation improves children's skills, confidence and self-esteem.

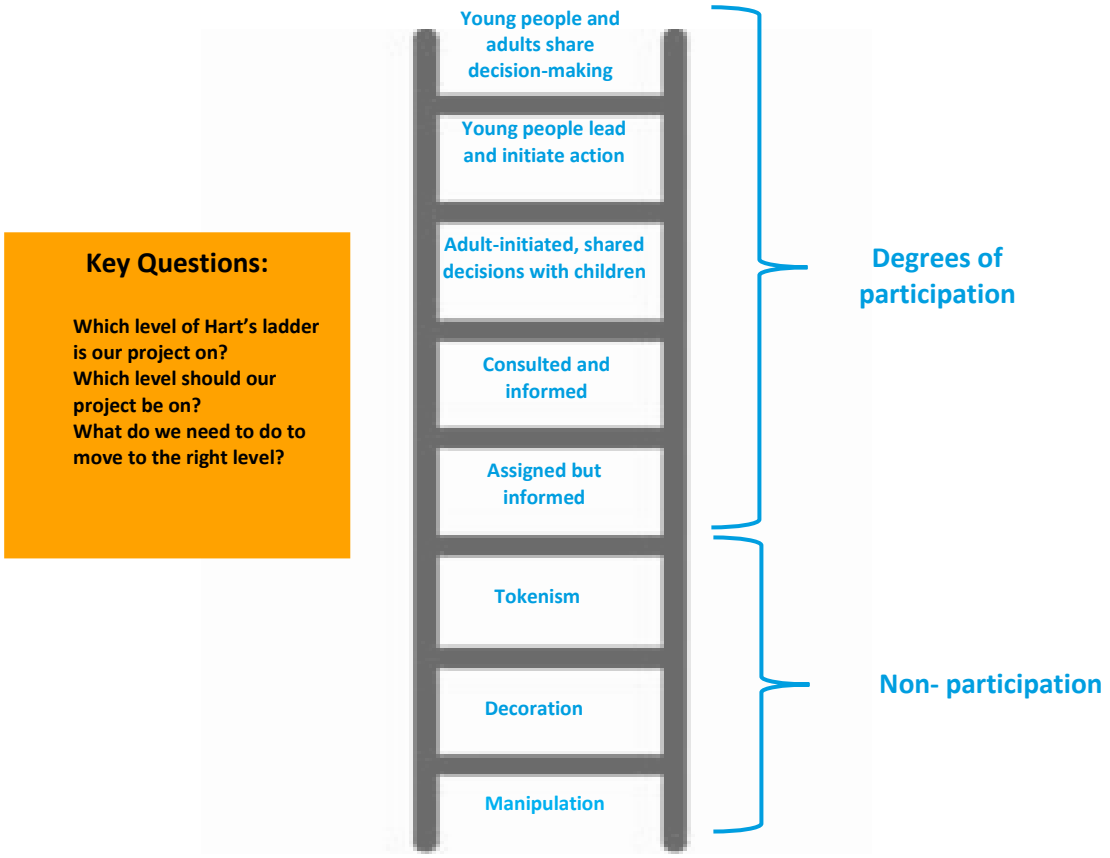
If children are listened to, then the services designed to meet their needs will be more effective (and thus more efficient). Evidence about the beneficial outcomes and impact of children's participation was recently generated by a global initiative, which piloted a framework and toolkit for monitoring and evaluating children's participation. The results demonstrated that children and young people consistently benefit personally from active

participation, developing greater awareness of their rights; more self-confidence, heightened self-esteem; leadership skills; and improved confidence to negotiate with adults.

Towards meaningful participation

Hart's ladder of participation provides a useful bench-marking tool, to assess how effectively organisations are incorporating participation in their programmes.[19] This can be used at every stage of design and implementation, for staff to reflect on where an activity as it is being envisioned lies on the ladder - and if it can be made more participatory.

It is not necessary for every activity to be situated at the top-most rung - for instance, in the MINT project the matching process was often adult-initiated while being informed by children's preferences. However, the level of participation often depends on HOW things are done - at the very least it is essential for children and young people to be provided with adequate information and understanding of the situation.



Hart's ladder of participation

Here are some practical tips for staff to facilitate a more participatory mentoring programme:

- At every step of programme design and implementation consult with mentees and mentors to ensure the project is appropriate.

[19] For further information about Hart's ladder of participation, please see: https://organizingengagement.org/models/ladder-of-childrens-participation/

- Support the mentors to develop and design a plan for their individual meetings, in collaboration with their mentees.
- Empower mentees and mentors to be active agents in matters of safeguarding.
- Enable mentors to come up with solutions to challenges as a group or individually.

Here are some practical tips for mentors to be more participatory:[20]

- Body language is very important, and you can showcase trust and openness this way. Make eye contact, angle your body towards your mentee, sit next to your mentee.
- At the beginning of the mentoring process, have your mentee lead on developing some ground rules for your mentor-mentee relationship and future sessions. Reflect on these ground rules every few weeks.
- Support your mentee to identify choices and make decisions; do not tell them what to do. They are capable of thinking about their own goals and expectations for this programme. It is the mentor's job to practice effective questioning, help guide them through this process and support them making a choice of what solutions/activities they think are needed to achieve those goals.
- Keep an eye on the energy level of your mentee. If they seem restless or tired, do an energiser. It is also good to have a variety of activities: you can show them a YouTube video, have a discussion, talk about their day, do something fun, etc. Know when to stop an activity and move on to the next one.
- Ask open questions (questions that do not have a yes/no/one-word answer). Wait long enough to give the child enough time to process and answer.
- Have your mentee do most of the talking. Try to aim for you talking only 20% of the time and them 80%.
- Do not correct your mentee harshly or put them down. Their views and ideas are valuable. If they come up with something harmful, gently steer them in another direction.
- Help your mentee reflect on the activities undertaken. Do not give your own feedback until they have reflected themselves. Possible questions to ask can be: How did you decide to undertake this activity? What have you learned during the activity? How did you feel doing the activity? What would have gone better?
- Be an active listener. When your mentee tells you of their experience, do not start talking about something that happened to yourself. Do not finish your mentees' sentences or give advice before they have explored the subject completely from their own point of view. Do not judge.
- If you are doing an activity that requires you to give instructions, keep them as brief as possible. If there are different steps, just give the instructions for one step at a time. Check if your mentee has understood your instructions.
- Make sure your mentee is enjoying your sessions together.

> *"For individual meetings I had to encourage [my mentee] to make some suggestions what to do and where to go. It was nice that he had this feeling of being heard. It seems to me that these children do not allow themselves to desire and have wishes and I think that this project allowed them exactly that. I know that my mentee felt really great that he could express his wish and that it was possible to realize it."*
>
> - Mentor, Slovenia

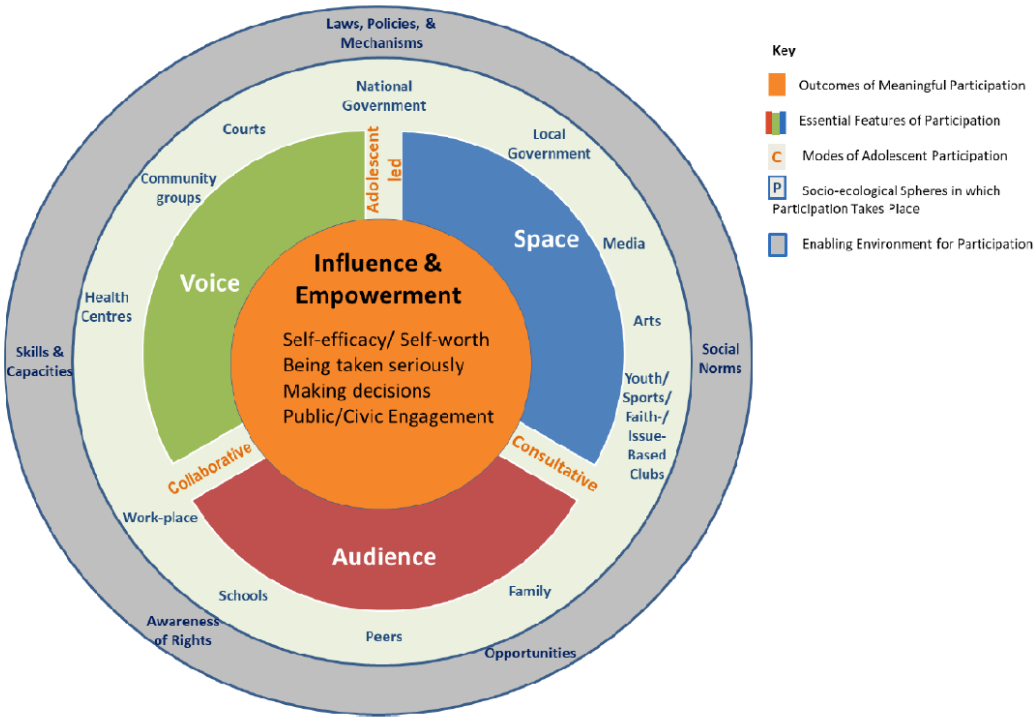
[20] Adapted from: Child to Child, Hearing All Voices Facilitator Manual

Defining Outcomes of Participation

The UNICEF Conceptual Framework for Measuring Outcomes of Adolescent Participation (see link in Appendix 1) identifies four main domains for outcomes for youth participation.

1. **Sense of self-worth/self-esteem/efficacy**: self-confidence, opportunities to aspire to goals, ability to challenge injustices, positive environments towards adolescents, safety in speaking out, a sense of personal well-being (supported by changes in social norms, awareness raising and capacity building)
2. **Being taken seriously**: self-respect, sense of influence, growing motivation to speak out, potential to make a difference, respect by adults towards adolescents, opportunities to change one's life, potential for demanding justice and accountability (supported by legal and policy frameworks, changes in social norms, awareness raising and capacity building)
3. **Making decisions**: self-confidence, sense of growing autonomy, improved knowledge, sense of responsibility, adult confidence in adolescents' abilities (supported by changes in social norms, awareness raising and legal and policy frameworks)
4. **Public/civic engagement**: learning and knowledge, potential to influence laws, policies or programmes, awareness of rights, collaboration, sense of group efficacy, potential to bring about concrete changes to practices, provisions and services implemented by public authorities which in turn lead to improvements in wellbeing, reduce inequality and contribute to the quality of life (supported by creation of spaces, capacity building and legal and policy frameworks).

Each one of these outcomes can indicate a wider set of positive changes or implications for young people. A balanced set of indicators will include indicators from across all four domains. The conceptual framework diagrammed overleaf illustrates how these outcomes fit into the broader context, and where indicators might be found:



4.2 Overcoming cultural and language barriers

Creating shared experiences can help overcome biases and pre-conceived ideas with the effect of enhancing community cohesion. However, care must be taken to Do No Harm, and not to create or exacerbate tensions that would undermine programme goals. The ability to navigate cultural differences is a crucial quality to be nurtured in prospective mentors.

Regardless of ethnic and religious backgrounds, the relationship to be established between mentors and mentees should be based on mutual understanding and respect. Striving away from traditional hierarchical relationships, the programmes should be based on the premise that **all participants have much to learn from each other.**

In order to design culturally sensitive programmes, below are some examples of steps which could be taken:

- Collaboratively create a mentoring agreement (an example form is included in Appendix 2 which can be altered following discussion between the mentor and mentee).
- Involve members of the mentees' communities in programme design. This may include a focal person for ongoing "trouble-shooting" if needed.
- Include young people from similar ethnic backgrounds as the mentees in programme delivery – particularly those who have been settled in the host country for a longer period.
- Take care when cross-gender matching (e.g. male mentors with female mentees) and ensure that families are aware and consenting.
- Create linkages with organisations e.g. faith-based institutions that could inform cultural competence.

Note from practice: Tdh Romania worked with a cultural mediator: a mentee's mother who was able to indicate whether certain activities would be suitable for the children to partake in.

Sample mentor training exercise: sharing culture[21]

Goal: Cultural sharing-icebreaker
Audience: New mentors
Supplies: Index cards, markers
Length of exercise: 15 minutes

Welcome participants and thank them for their desire to work with a recently arrived TCN child. Let them know that we all come from different backgrounds and cultures and that their new relationship will be a great way for them to learn more about the perspective of a young immigrant.

1. Ask each person to write their name in the centre of an index card. In the top right-hand corner, ask them to write the name of a mentor/local role model that has helped them to

[21] Source: Mentoring Immigrant and Refugee Youth: A Toolkit for Program Coordinators

achieve success in their culture. In the top left-hand corner, ask them to write three things that their family has given them (i.e. name, security, love). In the bottom left-hand corner, ask them to write one way their culture is different from other cultures. In the bottom right hand corner, ask them to describe one strategy they plan to use when working with a young immigrant from a different culture.

2. Have participants pair up with each other. Tell them that they will use this index card to introduce themselves. They will have 5 minutes to share.

3. After each participant has had a chance to introduce themselves, let them know that their partner will be responsible for introducing them to the group.

4. After all pairs have been introduced, thank them for sharing their culture with the group. Let them know that they will soon be given a chance to learn more about the culture of a young person who will have his or her own background, experiences and culture.

Language

Overcoming the language barrier for newly arrived children can be a significant step towards forming a mentor-mentee relationship. In the MINT project, language acquisition was defined as a programme goal for which appropriate activities were included to enhance mentees' skills. At the endline, this was seen as one of the most significant areas of project impact.

Where language acquisition is not an explicit programmatic goal, language barriers can be addressed to some degree by including icebreakers and team-building activities in materials for mentors.

Some general practical considerations[22]:

- Speak naturally and at normal speed.
- Avoid using broken language or adopting a foreign accent.
- Keep the amount you speak to a minimum by keeping instructions and feedback short and simple.
- Think about the level of the language that you are using. Avoid using difficult words and use short, simple sentences.
- Use imperatives to give instructions.
- Learning a new language can take place through targeted activities (like teaching new vocabulary) or just by having a conversation. Do not break up the conversation too much to correct your mentee's grammar or language.
- You can give your mentee some homework, by having them find 10 words that they do not know and bringing them to your next session to discuss.

[22] Adapted from: Child to Child, Hearing All Voices Facilitator Manual

Notes from Practice: In the MINT programme, a language app was used to help migrant children learn the local language more easily. Translators were also part of programme partners' approach to help mentees and mentors converse; in some instances mentors spoke the mentees' mother tongue or there was a sibling present to translate.

Some low-resource ideas to overcome initial barriers from the Ocalenie experience were:

- Using the **first session** to share some common phrases and their meanings, for better future communication.
- Using **games** like an adaptation of Pictionary to attach meaning to words and objects.

"We communicated through play."

- Mentor, Romania

"[My daughter] feels more confident at school. She speaks better Polish, what helps her participate more during lessons. She gets better grades"

- Mother, Poland

"To learn a language one needs practice, and this program offers exactly that. It surely had a tremendous impact on helping them speak and write Romanian better."

- Parent, Romania

Sample mentor handout on diversity[23]

Diversity is the vast possibility for differences among all of us. Since every person is an individual, with individual differences, humans are about as diverse as the number of people existing on this planet at any given time!

To make things easier, we tend to group commonalities into different identities or cultures. All of us have a variety of cultures and identities and experiences that make us who we are. This combination of culture, identity, and experience is different for each person we meet! Take some time to think about your culture and identities, which may include:

- Your age
- Your race or ethnicity
- Your gender
- Your sexual orientation
- Your religion or personal philosophy
- Where you go to school
- Where you live
- How much money your family has

[23] From: Be the Mentor, Mentoring Handbook, http://www.bethementor.sab.co.za -> SAB-Mentor-Handbook.pdf

- The number of people in your family
- The hobbies you have and your personal passions
- MUCH MORE!

Sharing Culture with Your Mentee

What's important to remember about diversity is to be inclusive – be respectful and welcoming of all of the differences you encounter. Your mentee will undoubtedly have culture, identities, and experiences that differ from your own. Explore those differences with your mentee and also find commonalities. Ask about your mentee's family, their traditions, and what's important to them. Share with your mentee about your culture and identity, and perhaps how things were for you at their age. You'll be surprised at how much you can learn!

The diversity among us helps us to learn more about other ways of life and provides the opportunity to share the wealth of experiences each of us has with one another.

4.3 Ensuring gender balance and equity

Promoting, as far as possible, equality, diversity and inclusion is important. *Links to resources around these are included in Appendix 1, and more about them can be found in the ChildHub Resource Library.*

Migrant children are first and foremost children and they have the same rights as others to enjoy all the Rights of the Child. The principle of the Best Interest of the child means that each child must be seen as an individual, and special consideration must be given to his or her particular circumstances. Migrant children should have the possibility to express their own views and be able to influence their situation. Children coming with parents are not just belongings and could have their own reasons for migrating.

One striking but often neglected aspect is the gendered nature of refugees' experiences. While women and children are often depicted in the media and public discourse as victims, men are often shown as virile, active and even threatening. Although there are important similarities in women and men's experiences of migration, there are also differences. Gender-based violence, for example, is defined as *'violence that is directed against someone because of their status as a woman or girl or that affects women and girls disproportionately. It includes acts that inflict physical, mental or sexual harm or suffering, threats of such acts, coercion and other deprivations of liberty.'* While this definition focuses on women, it is important to note that gender-based violence can affect people of all genders, including those who do not identify along binary gender ascriptions.

All migrants are vulnerable to abuse and exploitation, but female migrants are particularly at risk. Women and girls account for 71 per cent of all human trafficking victims, according to a 2016 report by the United Nations Office on Drugs and Crime. Women and girls also face additional vulnerabilities when they are displaced by conflict or natural disaster. Chaos and the breakdown of protection systems mean perpetrators can abuse with impunity. Lack of shelter, overcrowding and poorly lit public spaces all increase the risk of gender-based violence, including sexual violence.

Families under extreme hardship may also adopt coping mechanisms that jeopardize women's and girls' welfare. A UNFPA-supported study[24], for instance, found alarming rates of child marriage among some vulnerable Syrian refugee populations. When abuses occur, many migrant women and girls lack the resources, support systems and knowledge to seek help.

Those working directly with youth know that **boys and girls respond differently to mentoring, often requiring separate approaches and strategies** to achieve similar outcomes. While research is still limited on how gender affects mentoring relationships, there is some evidence that gender difference is an important consideration. Research on gender in the broader field of developmental psychology points to differences in the ways boys and girls develop personal identity, form friendships, and communicate their interests and needs. Helping mentors understand some of these differences through initial and ongoing training and continuing support can help them be more effective in developing a positive relationship with their mentee.

Training mentors in gender-specific approaches

Whether your mentors are matched with mentees of the same or different gender, they will benefit from learning about gender-specific issues and approaches to working with boys and girls. **Your mentor training should include information, activities, and discussion about how gender differences affect the development of mentoring relationships.** These training enhancements can help both male and female mentors learn how to communicate more effectively with their mentees, encourage mentees to think beyond gender stereotypes, and help all participants better understand adolescent behaviour.

Examples of information that might be covered in a mentor training session include:

- Handouts on **stages of adolescent development**, with some discussion about whether some developmental tasks are more important for boys or for girls to complete.
- Information on **maintaining boundaries** as their eager mentees ask for increasing levels of self-disclosure about their personal lives.
- How to use **print and media resources** that focus on gender-specific issues to generate conversations with mentees about stereotypes.
- Provide reading and movie recommendations where gender is an issue or where stereotypes are challenged and include some ideas on how to stimulate discussion.
- Effective methods of communication for working with young people, and how gender affects the way in which people communicate.

Looking at the differences between boys and girls reminds us that young people are diverse in every aspect of their lives, regardless of gender. While gender is an important consideration in working with young people, tailoring our interactions to address their unique individual needs and attributes is most likely to produce positive results. Mentors should examine their own stereotypes about male and female roles and can encourage mentees to think critically about what it means to be male and female in their home culture, hold culture and wide global culture. They can help mentees take on new activities and

[24] https://www.unfpa.org/news/new-study-finds-child-marriage-rising-among-most-vulnerable-syrian-refugees

challenges that make them more rounded human beings. But above all mentors should listen to them and appreciate them for who they really are.

Promoting equity and resilience

For many refugee and migrant children, the experience of leaving their home and managing the transition into a new country with an unfamiliar language and culture will be challenging. Refugee children and their parents have left countries that have conflicts and human rights abuses and they have sought safety and protection. They may have endured difficult journeys. Some refugee children will have experienced bereavements or may be separated from parents and family members. Others may also be vulnerable to stressful circumstances in their new country such as financial hardship, changes of accommodation and school, tensions at home, racism and negative attitudes towards refugees.

However, most refugee children and young people are very resilient, despite experiencing many hardships. Going to school provides daily structure and a sense of normality and stability; it also plays a key role in helping them adapt to the changes they have experienced.

Article 21 of the Charter of Fundamental Rights of the European Union prohibits any discrimination on the grounds of disability, while Article 26 sets out the right of persons with disabilities "to benefit from measures designed to ensure their independence, social and occupational integration and participation in the life of the community". The European Union and 27 of its Member States are also parties to the UN Convention on the Rights of Persons with Disabilities (CRPD), the preeminent international standard on the rights of persons with disabilities. The CRPD does not explicitly make reference to refugees and migrants with disabilities. Nevertheless, Article 11 on situations of risk and humanitarian emergencies (link is external) requires State Parties to the convention to 'take, in accordance with their obligations under international law, including international humanitarian law and international human rights law, all necessary measures to ensure the protection and safety of persons with disabilities in situations of risk, including situations of armed conflict [and] humanitarian emergencies'.

Good practices to promote equity and resilience are:

- **Avoid generalisations about children's experiences and needs**
  It is very important to emphasise that refugee children and families are not a homogeneous group. To speak the same language, or come from the same village, city or country does not mean that people always feel that they belong to the same ethnic or cultural group or that they share the same beliefs and allegiances. It would be wrong to make any assumptions that all children who have had a refugee experience will have been affected by it, or will react to it, in the same way.
- **Identify current factors that may be affecting wellbeing**
  Rather than make hasty judgements that refugee children need specialist mental health treatment or support, you should consider the child and family's current situation. Children may be vulnerable because of the stressful circumstances they face here in their host country such as financial hardships, frequent accommodation changes with resulting changes in schools, uncertainties over asylum applications, as well as the challenges of adapting to a new culture and learning a new language. Young refugees may also experience racism and discrimination due to the negative image of asylum-seekers frequently shown in the media.
- **Focus on resilience and positive coping behaviours**

Activities such as storytelling can help children understand and express their feelings in a safe environment. Creative and group activities such as music, play, drama, art and storytelling also develop social skills and improve motivation and learning. Play and sports activities can help children manage experiences of loss and change. By releasing tension and having fun and enjoyment, children can often cope better and show resilience. Play and sports activities also help children develop their language and social skills.

- **Help children make friendships**
  Refugee children have consistently identified having friends as being a major support in school. Having a social network will help children feel less isolated and will also support self-esteem.
- **Find out about support in school and other local resources and services**
  Implementing partners need a list of appropriate and effective referrals to deal with problems as they arise or to provide support beyond their own organisation's capability. As organisations active in the social sector, you should have an existing referral network, however, be open to opportunities to grow this in order to address the emerging needs of the TCN children. For example, if you have worked through schools to identify mentees, it would be worth exploring the support mechanisms for migrants that schools might have in place.

5. Mentoring for Integration - Community Impact

One-on-one mentoring is proven to have significant benefits for the mentor and mentee alike. In the case of a project such as MINT, the impact of a mentoring programme goes far beyond the individual pairs. It signals to families struggling with migration issues that they are welcome, and that there is help available to them in building a new life. By connecting migrant and host communities, such a project can have true depth and breadth of impact, laying the foundations for a peaceful, tolerant and cohesive society.

The involvement of parents was key to project success as they played a role in logistical coordination, safeguarding, translation, and cultural mediation. However, one of the spillover effects of the MINT project was the way it aided integration for families as a whole. In future interventions with explicit integration objectives, one recommendation from the project was to intentionally facilitate social connections or activities for parents and other family members.

"It would also be easier for me if at the beginning of this project we would have met with other parents and were able to talk about our problems too. [...] I have already heard here that other children also have the same problems [as my son] and I feel a little better now."

- Parent, Poland

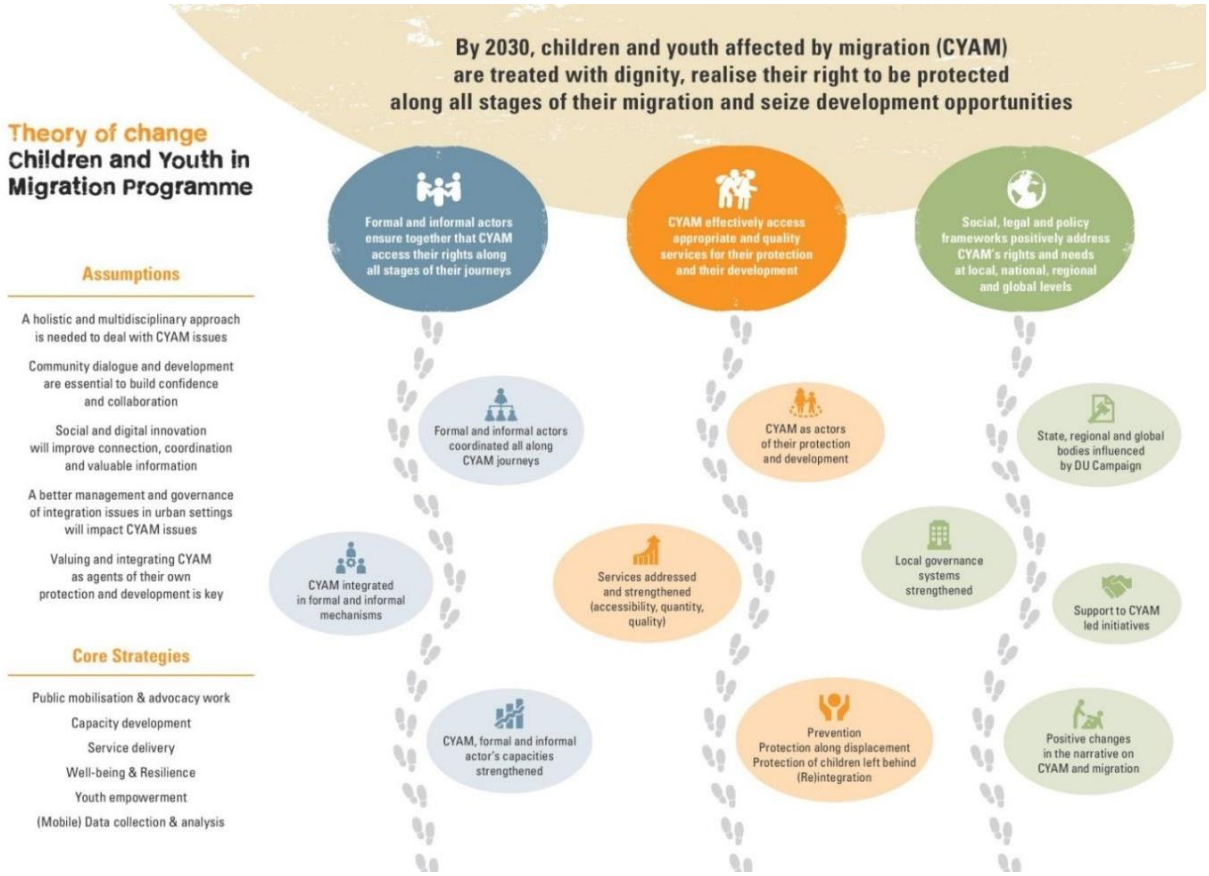
"Do you know any volunteer families? When we finished the course of Slovene language, we stayed at home and started to forget it because we are not using it. If you have families, they could for example come once per month for a visit, we could drink coffee together and talk in Slovene."

- Parent, Slovenia

Of course, care must be taken to allocate human and material resources in a way that the individual mentoring relationship is prioritised and not compromised.

However, involving families in selected group activities can be one way of easing a difficult transition, and ensuring that project impact is sustained.

Appendix 1 - MINT Project Theory of Change



Appendix 2 – Useful links

Below are some links you may find useful when designing your mentoring programme. Other useful materials are housed in the Child Protection Hub (ChildHub) online library which is well worth exploring.

Guiding frameworks and useful sources of support

The United Nations Convention on the Rights of the Child (UNCRC)

Child-friendly Version of UNCRC

European Union Agency for Fundamental Rights on children's rights

The Child Protection Hub was initiated by a group of individuals and organisations from 9 different countries, from South East Europe and the wider European region. As a professional community, we strive for a safe, nurturing and inclusive environment for all children. They have come together to realise this ambitious project in order to provide child protection professionals with tools for working and developing, space for constant learning and communication and with an opportunity to become a part of a strong regional community of practice.

More information about the conflict occurring in countries that refugees flee from is available at UNHCR's Refworld.

A Right to Be Heard: Listening to Children and Young People on the Move, UNICEF, 2018: the perspectives of nearly 4,000 young migrants and refugees who responded to a recent global poll conducted by UNICEF. The report highlights many of the challenges faced by these uprooted youth, as well as their hopes and aspirations. It also reminds us of UNICEF's six-point agenda for action to protect the rights of all migrant and refugee children and young people.

Eurydice report on 'Integrating Students from Migrant Backgrounds into Schools in Europe: National Policies and Measures'.

Safeguarding resources

Keeping Children Safe is a flagship initiative supporting child safeguarding. The Keeping Children Safe website is an invaluable source of guidance, evidence and approaches. They have a lot of useful resources in their resource library.

The Canadian Red Cross provides some useful guidelines. The Ten Steps to Creating Safe Environments for Children and Youth manual is a guide for developing, implementing and monitoring risk management strategies within organizations to help keep all personnel and participants, especially children and youth, safe from violence, abuse and harassment.

Child participation

This module is part of a Resource Pack developed in the framework of the Action for the Rights of the Child (ARC) programme - an interagency initiative launched by UNHCR and the Save the Children Alliance and later joined by other organisations, including Terre des Hommes, whose purpose was to increase the capacity of UNHCR, government and NGO staff to protect and care for children in emergency situations.

What is Participation and What Barriers Do Children with Disabilities Face When Trying to Participate? [ChildHub Summary]

Activities for mentor training

The Swedish Scout Movement has a useful toolkit on diversity that contains a number of activities that support young people to explore ideas around diversity and migration:

Activity sources for mentor/mentee interactions

In the resources below, you can see how Child to Child's Step Process has been used to support vulnerable children to address issues that affect them, and children to address issues around disaster risk reduction. Detailed guidance for facilitators is provided. Many of the detailed activities should be adaptable for use in any mentoring for integration programme – particularly when looking at ways to link the mentorship programme with the child and youth-led advocacy work.

- Supporting vulnerable children
- Involving children in disaster risk reduction

Education International has developed a toolkit for educators and education unions who work with migrant and refugee children to make the right to quality education a reality for all.

Tdh has a Movement, Games and Sport tool designed primarily to support psychosocial projects and help enhance the quality of intervention with children, hosted on ChildHub.

Monitoring, evaluation and learning

Conceptual framework for measuring outcomes of adolescent participation

A toolkit for monitoring and evaluating children's participation: this toolkit provides a conceptual framework for measuring children's participation, for analysing its progress in a particular setting and evaluating the scope and quality of participation. It also gives practical tools to gather the information needed to monitor children's participation. The toolkit consists of 6 booklets:

- Booklet 1: Introduction
- Booklet 2: Measuring the creation of a participatory and respectful environment for children
- Booklet 3: How to measure the scope, quality and outcomes of children's participation
- Booklet 4: A 10-step guide to monitoring and evaluating children's participation
- Booklet 5: Tools for monitoring and evaluating children's participation
- Booklet 6: Children and young people's experiences, advice and recommendations

Advocacy examples

More stories about refugee experiences are available at:

- BBC Road to Refuge
- Scattered People by the Brisbane Refugee Support Centre, links stories about refugee people to their journey identifying 11 stages of transition
- Road to Refuge, stories
- Celebrating Refugee Lives (Afghanistan, Sierra Leone, Croatia, Iraq, Burma, Sudan)

Example games

(shared by Tdh Romania)

Mind training games

- Brain Metrix
- Luminosity
- Fit brains trainer
- Peak
- Brain it on
- 8 Funny trick questions
- https://beaconing.eu/

Democracy and human rights games

- A table game "Democracy" developed in Norway. https://www.rafto.no/
- NESTA - INNOVATE - Policy Making - https://www.nesta.org.uk/feature/innovate-policymakers-board-game/
- 8 key competences games and manual - long term project 8KEYCOM" includes 9 games and additional materials for non-formal education activities for deeper understanding of the 8 key competences concept and their development. All together it creates “Magic backpack”! http://www.8competencesgame.com/?page_id=59
- ESCAPE ROOM for Human Rights - https://www.salto-youth.net/downloads/toolbox_tool_download-file-1816/TOOLBOX_Few%20m2%20of%20different%20reality.pdf
- Cards game - Suitcase - understanding migration https://www.salto-youth.net/tools/toolbox/tool/suitcase-an-experiential-game-for-understanding-of-migrations.2372/ & https://www.salto-youth.net/downloads/toolbox_tool_download-file-1928/Suitcase_English-extreme%20compressed.pdf
- Dictators quartet - https://www.salto-youth.net/downloads/toolbox_tool_download-file-1027/dictator%20cards.zip & https://www.salto-youth.net/tools/toolbox/tool/dictator-cards.1470/
- Human Rights history cards - https://www.salto-youth.net/tools/toolbox/tool/human-rights-history.1427/
- Human Rights memory game - https://www.salto-youth.net/tools/toolbox/tool/human-rights-memory.1390/
- Racism and exclusion memory game - https://www.salto-youth.net/tools/toolbox/tool/memo3.1392/
- Human rights werewolf game - https://www.salto-youth.net/tools/toolbox/tool/midnight.1393/

Games on collaboration, youth and inclusion

- Human board game for communication and group work - https://www.salto-youth.net/tools/toolbox/tool/way-to-soar.2278/
- Werewolf style - "Awesome Volunteering Game" is a role-play game aimed at promoting volunteering as an answer to challenges in the society. Its target group is young people and it is to be played by min of 8 and max of 20 players - https://www.salto-youth.net/tools/toolbox/tool/awesome-volunteering-game.1455/

- Motiv8 - human size board game exploring youth motivation - https://www.salto-youth.net/tools/toolbox/tool/motiv8-board-game.1167/
- Let's fly together - board game about social inclusion - https://www.salto-youth.net/tools/toolbox/tool/let-s-fly-together-boardgame.1431/
- Let's volunteer - board game about volunteering - https://www.salto-youth.net/tools/toolbox/tool/board-game-let-s-volunteer.1430/
- Hasi Game - board game about interculturality - https://www.salto-youth.net/tools/toolbox/tool/hasi-game.1256/
- Interconaction - board game about global challenges and sustainability - https://www.salto-youth.net/tools/toolbox/tool/boardgame-interconaction.1456/
- Board game about disabilities - https://www.salto-youth.net/tools/toolbox/tool/board-game-about-disabilities.328/

Digital games

- Demokratispillet Democracy game, from Denmark -https://demokratispillet.dk/
- EN.GA.G.E. digital games for entrepreneurial education in Primary and Secondary schools - https://www.salto-youth.net/downloads/toolbox_tool_download-file-2119/ENGAGE-MANUAL_EN.pdf & http://www.engagegame.eu/en-ga-g-e-digital-games/
- Word4Word: Human Rights - Words games https://play.google.com/store/apps/details?id=com.indea.word4wordhumanrights & https://itunes.apple.com/app/id1435132019
- Social inclusion out of the box - http://youthincluded.com/social-inclusion-out-of-the-boxmobile-game/
- Employability games - www.emplay.eu & https://www.salto-youth.net/downloads/toolbox_tool_download-file-1961/EMPLAY_handbook.pdf
- Enter Dignity world (collection of small games) - http://enterdignityworld.com/

Games for children, adolescents and young people

- **Ballotage** https://boardgamegeek.com/boardgame/259498/ballotage
- **D€mocracia** https://boardgamegeek.com/boardgame/158713/dmocracia
- **Article 27: The UN Security Council Game** https://boardgamegeek.com/boardgame/113293/article-27-un-security-council-game
- **Werewolf Mechanics Family** https://boardgamegeek.com/boardgame/925/werewolf
- **The Republic of Rome** https://boardgamegeek.com/boardgame/1513/republic-rome
- **Presidente** https://boardgamegeek.com/boardgame/188985/presidente
- **Presidential Election** https://boardgamegeek.com/boardgame/12765/presidential-election
- **Quorum** https://boardgamegeek.com/boardgame/9501/quorum
- **As Eleições e os Partidos** https://boardgamegeek.com/boardgame/45743/eleicoes-e-os-partidos
- **City Council** https://boardgamegeek.com/boardgame/144632/city-council
- **Democracy: Majority Rules** https://boardgamegeek.com/boardgame/123162/democracy-majority-rules

- **European Union: The Board Game**
  https://boardgamegeek.com/boardgame/181083/european-union-board-game
- **Democracy: The Board Game**
  https://boardgamegeek.com/boardgame/41140/democracy-board-game
- **Terraforming Mars**
  https://boardgamegeek.com/boardgame/167791/terraforming-mars
- **Charterstone** https://boardgamegeek.com/boardgame/197376/charterstone
- **Hanabi** https://boardgamegeek.com/boardgame/98778/hanabi

Other interesting articles and information:

- Interaction in board games - http://makethemplay.com/index.php/2019/11/20/6-and-a-half-forms-of-interaction-in-board-games/
- What works and not in your game - https://boardgamedesigncourse.com/how-to-figure-out-whats-working-in-your-game-and-whats-not/
- Perpendicular constrains - http://www.kindfortress.com/2019/11/29/design-patterns-perpendicular-constraints/
- Cooperation vs. Competition - http://makethemplay.com/index.php/2017/10/04/7-forms-of-cooperation-you-can-add-to-your-board-game/

Appendix 3 – Important sample forms

The sample forms provided need to be adapted to fit with the implementing organisations' contexts and usage. The mentor-mentee agreement needs to be developed by the mentor and mentee together during their initial meeting.

Parent/guardian consent form

I, the parent or legal guardian for _____ hereby give my permission for my child to participate in the MINT programme, run by [partner organisation name].

I fully understand that the program involves mentors, who shall be selected from the community and will be screened (including a criminal background check) and trained before beginning in the program. A mentor will be expected to spend a minimum of [time] with my child at [location]. The mentor is not allowed to take or meet my child beyond this facility without proper supervision.

I understand that my child will participate in an orientation session in which the programme will be explained. The programme is planned to last nine months and continuation may then be discussed.

I understand that during the course of the mentoring programme there may be special group events (incorporating all mentors and youth) planned outside of the regular mentoring location. [partner organisation] will ensure proper supervision for these visits, as well as information beforehand on the exact nature of these activities.

I understand that the staff of [partner organisation] will provide ongoing monitoring of the mentoring activities.

I permit the [partner organisation] staff to utilise photographs of my child taken during his/her involvement in the mentoring program and waive all rights of compensation.

_____ _____

Printed name of parent/guardian Signature of parent/guardian

_____

Date

Emergency contact information

	Mother	Father	Alternative contact
Relationship	n/a	n/a	
Name			
Home phone number			
Work phone number			
Mobile phone number			
Home address			

Further information

Tell us anything that is important for the welfare of your child.

Sample job description for mentors

Position
Mentor of recently arrived migrant children
Purpose
To act as a role model, advocate and support newly arrived[25] children to promote integration and prepare children for entry into formal and informal education
Duties

- Commitment to building a supportive relationship with a recently arrived migrant child.
- Attends and actively participates in a two-day induction training.
- Meets in person with mentee at least three times a month.
- Attends an 'outdoor activity' with their mentee once every two months.
- Works with the mentee to draft an activity plan and guides the mentee through these activities.
- Keeps track of the mentor/mentee meetings to track progress
- Attends regular meetings with the mentoring coordinator to share progress and possible concerns.
- Supports fellow mentors when matters arise.

Qualifications

- Ability to empathise and understand young people from different cultural backgrounds.
- Non-judgmental, with ability to take a developmental approach to working with a young person.
- Active listening skills, or willingness to develop these (further).
- Experience working with immigrant youth or children in general is desirable.

Length of commitment
The mentor must commit to at least one, but preferably two nine-month mentoring cycles.
Benefits

- Opportunity to improve on leadership and facilitation skills; you will have the opportunity to practise skills such as team work, decision making in an enabling environment and confident communication. These are key skills which improve employability and confidence.
- Receiving training and ongoing support, which will include an overview of assets and strengths of migrant youth, challenges faced by immigrant youth, a resource manual with activity suggestions and strategies to develop a close bond with their mentee.
- Exposure to new cultures; Opportunity to develop new appreciation for diversity and make a difference in the life of a newly arrived child.
- Opportunity to have fun and engage in free cultural, social and physical activities
- Receiving a certificate at the end of the process to highlight the skills, commitment and impact made.

[25] In the MINT project, it was agreed that 'newly arrived' children are TCN children who have arrived in their host country up to 5 years before the start of the project

Confidentiality agreement for mentors

All the information you are told about and by your mentee is confidential and sharing that information with others is prohibited. However, you are required to report certain things. Do promise your mentee that you will keep confidential information secret. Tell your mentee that he/she is free to share confidential information with you but that you are required to report certain things. It is critical, not only for the welfare of the student, but also to protect yourself that you adhere to these exceptions:

1. If a mentee confides that he or she is the victim of sexual, emotional or physical abuse, you must notify [name of program coordinator] immediately. Note on your calendar when this information was reported and to whom it was given. Remember this information is extremely personal and capable of damaging lives, so do not share it with anyone except the appropriate authorities.
2. If a mentee tells you of his/her involvement in any illegal activity you must tell [name of program coordinator] immediately. Again, note on your calendar when this information was reported and to whom it was given.

These procedures are designed to protect the mentees from harm and to prevent even the appearance of impropriety on the part of the mentoring programme and its staff and volunteers. One accusation could, at the very least, seriously damage the reputation of all those participating and endanger mentoring programme.

Please know that we appreciate your participation in this project and that we appreciate your adherence to these procedures. If you have any questions, please call [name of program] at [phone number].

I have read, understand and agree to strictly abide by the mentoring programme's Mentor/Volunteer Procedures. I understand that failure to adhere to these procedures may result in my removal from participation in the programme.

_____ _____

Print Name Signature

_____

Date

Photography consent form

Please return the completed form to the mentoring project coordinator as soon as possible.

Mentee's Name: _____ Date of Birth: _____

[Partner organisation] would like to take photographs and or video recordings of our participants to celebrate and promote its mentoring programme. Still or moving images may be published in our printed publications or online platforms. Children's names will never be published alongside their photograph. Electronic images, whether photographs or videos, will be stored securely and will be accessible only by authorised users. Before using any photographs/videos of your child we need your permission.

Please answer the questions below, then sign and date the form where indicated.

Please circle

1. **May we use your child's photograph in printed publications?**

   Yes / No

2. **May we use your child's photograph**

   As part of a large group activity?

   Yes/No

   Showing an individual activity?

   Yes / No

3. **May we allow your child's photograph to be used for publication in a newspaper?**

   Yes / No

Please note that the use of photographs in newspapers is subject to strict guidelines and parents should not have particular concerns about their use.

This form is valid from the date of signing until your child leaves the project. Photographs and videos may be securely archived after your child has left but will not be re-used or re-published externally without renewed consent. Archiving provides a valuable record of the project's achievements.

We recognise that parents, carers and family members may wish to record events and we are happy to allow this on the understanding that such images/recordings are used for purely personal family use.

_____ _____

Print Name Signature

_____

Date

Mentor-Mentee Agreement

We are voluntarily entering into a mentoring relationship that we expect to benefit both of us. We want this to be a mutually rewarding experience with most of our time together spent in development activities revolving around the mentees' goals. We note the following features of our relationship:

Frequency of Meetings
How often will we meet?

_____

Day(s) of the week:

_____

Where will we meet?

_____

How long will our meetings last?

_____

Specific Role of the Mentor
(Model, guide, observe and give feedback, recommend developmental activities, facilitate learning, suggest/provide resources, etc.)

_____

_____

The mentor will provide support without any financial remuneration. They are also not expected to provide any monetary support to the mentor and their families. During the first meeting(s) expectations and boundaries will be clearly defined.

Specific Role of the Mentee
As a willing participant in this mentoring project, I commit to working with my mentor throughout the program, attending all scheduled meetings with my mentor, and communicating with my mentor weekly. Emergencies happen, so if I am unable to keep a meeting date, an advance call will be made to my mentor to reschedule. I will develop personal goals and be open to coaching and feedback from my mentor.

Confidentiality
Nothing that the mentee tells the mentor will be discussed with anyone except the Mentor Coordinator. If the mentor feels it is important to involve another adult, it will be discussed first with the mentee. If there is threat of physical harm to the mentee or to others, the mentor must break confidentiality to seek protection for the endangered individual.

No-fault Conclusion
We agree to a no-fault conclusion of this relationship if, for any reason, it seems appropriate. Either party has the option of discontinuing the relationship for any reason, and he or she will discuss this decision with the Mentor Coordinator before terminating the relationship.

_____ _____

Mentee Mentor

_____ _____

Date Date

Mentoring Methodological Framework

Originally developed by

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