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Guidelines for mentors in the cultural area

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GIUDELINES FOR MENTORS IN THE CULTURAL AREA

“MATCH WITH ARTS AND CULTURE”

Erasmus Plus KA2 – Cooperation partnerships in youth

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Activities, workshops and games

These Guidelines aim to design training methodology for volunteers who would like to become cultural mentors.

The following document showcases a series of workshops, games and training activities. These guidelines and the training will allow the volunteers to develop and improve their leadership skills within mentoring relationships. They can also learn how to facilitate cultural experiences with their mentees - and possibly with other mentors and mentees - to learn through culture and arts together.

In this guide, a total of eight activities which could be executed together by mentors and mentees are explained

Table of Content

My Cultural Mentoring Experience.....	01
Introduction.....	01
1. Understanding mentoring.....	03
1.1 What is mentoring?.....	03
1.2 Objectives of mentor training.....	03
1.3 Mentor role and responsibilities.....	04
1.4 Benefits of being a mentor.....	04
1.5 What makes a good mentor?.....	04
1.6 Characteristics for a successful mentoring relationship.....	04
1.7 Boundaries within the relationship of the mentor and mentee.....	05
1.8 Responsibilities within the relationship of mentor and mentee.....	06
2. Testimonials.....	07
2.1 Benefits from mentoring to mentors.....	07
2.2 Benefits from mentoring to mentees.....	07
2.3 Benefits from mentoring to businesses.....	08
3. Methods and evaluation.....	09
3.1 Why to use tools?.....	09
3.2 In which situation you may need them.....	09
3.3 The tools.....	09
4. Practical examples.....	15
4.1 Examples of a mentee-mentor journey.....	15
4.2 General tips.....	16
4.3 How to choose an activity.....	16
4.4 Importance of preparations, debriefing, and evaluation.....	16
4.5 How to know if you are prepared to become a mentor.....	17
5. Information.....	18
Bibliography.....	21

1. Understanding mentoring

1.1 WHAT IS MENTORING?

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



Mentors fill in different roles in the lives of their mentees. They can be considered:

Mentor as an example: by showing a way of life and performance (be as you can be instead of be as I am)

Mentor as a teacher – to practise certain skills and learn new knowledge

Mentor as a sponsor – by taking their mentees ‘under their wings’ to introduce them to a new environment like school, the local community, work or arts and culture in this project

Mentor as a guide – by showing the way around to your mentee

Mentor as a connector – by introducing your mentee to people in your network at school or at a workplace and the community, which helps your mentee to develop their own network of role models

Mentor as an advocate – in case your mentees need extra support in finding his/her way to improve opportunities

1.2 OBJECTIVES OF MENTOR TRAINING

It is necessary to train you as a mentor to ensure a higher quality of mentoring and professional guidance of the mentee. We aim to equip you with the tools you need to succeed as a mentor. to make sure the experience is gratifying for you and the mentee.

1.3 MENTOR ROLE AND RESPONSIBILITIES

The mentor is an independent party who will without judgement or bias take part in a mentee-mentor relationship. The mentor guarantees the relationship and will signal if there are problems. The mentor will motivate and empower his mentee to achieve the mentee's goals and the mentor will share his expertise and knowledge with the mentee. The mentor will ensure a safe environment where everything that has been said is confidential. With the exception of underage mentees

1.4 BENEFITS OF BEING A MENTOR

- Satisfaction knowing that you are helping someone to achieve their professional goals
- Affirmation of professional competence
- Opportunity to build your leadership and management skills
- Opportunity to give back to your industry
- Opportunity to build an enduring career network
- Gain insights and different perspectives from future members of your profession

1.5 WHAT MAKES A GOOD MENTOR

- A mentor is a (life)Experience expert and a role model for youth
- A mentor gives the youth personal attention, guides the youth with their learning questions, and helps with the making of choices, concerning learning or personal problems. The mentor uses their experiences and expertise to help
- A mentor helps the youth to solve their problems and doesn't solve the problems for the youth
- A mentor is someone who stands with the mentee, gives compliments, engages and stimulates the mentee to keep growing and continuing
- A mentor aims to bring out the very best in the mentee. The mentor helps to discover the strength of the mentee
- A mentor helps with all kinds of problems including daily problems.



1.6 CHARACTERISTICS FOR A SUCCESSFUL MENTORING RELATIONSHIP

Trust and respect

A successful relationship between the mentee and the mentor stands and falls with trust and respect. Without these, underlying feelings will never be discussed with the result and the relationship will not have room for development.

Mutual benefits

Although it is expected that primarily the mentee will benefit from the relationship, there must be benefits for the mentor as well. Reciprocity is essential here.

Mutual responsibilities

Mentoring is a partnership. The mentor and mentee are both equally responsible for the success of the relationship. Clarity about each other's roles will prevent misunderstandings or differences.

Dynamics

Needs and circumstances change and influence the mentoring relationship. The intensity, of intimacy, focus and longevity of the relationship will need to be dynamic.

Uniqueness

Because of the personal characteristics and styles that each person brings to the mentoring relationship, each relationship has its uniqueness.

Long-term relationship

Mentoring is a developmental activity. This means that the outcome can be measured over a longer period of time. This long-term relationship is dominated by mutual initiatives and experiences.

Be prepared

Prepare your story and think about what you want to discuss in the first meeting.

What are you looking for in the mentoring relationship?

Agree on what success looks like and pick goals that may include career development, improving work-life balance, and raising your profile/brand.

1.7 BOUNDARIES WITHIN THE RELATIONSHIP OF THE MENTOR AND MENTEE

Within this relationship, the mentee and the mentor face their boundaries. Situations may arise, in which the mentee and the mentor run into their limits. It is important to discuss your own boundaries in such situations.

Boundaries are:

- a. Boundaries regarding the purpose of the mentorship.
 - b. Personal boundaries of the mentee and the mentor, regarding work, education and private life.
 - c. Boundaries regarding background/ values and norms of the mentee and the mentor.
- Boundaries regarding the intent of the mentorship.

Purpose of mentoring:

Mentoring is focused on alignment in work, education and personal life of the mentee.

This means that stagnation of the mentee in education or work, e.g., is not part of the mentor's job. The mentor discusses the mentee's situation first and then contacts the class mentor or the dean. The mentor can provide support with questions related to homework, e.g. clarifying the assignment, the meaning of words in the Dutch language, etc.

The mentor is not a counsellor and can fulfil different roles. If the mentor suspects that a help situation has arisen, the mentor can contact the coordinator of the Mentoring Program.

Personal boundaries of the mentee and mentor, regarding work, education and personal life.

For the mentee and the mentor, personal boundaries related to education, work and private life can be very different. It is important that the mentee and the mentor feel comfortable with each other and therefore, dare to indicate their boundaries. This allows them to make it clear to each other how they view the relationship.

Boundaries regarding background/ values and norms of the mentee and the mentor.

During the contact between the mentee and the mentor, situations may arise in which the mentee or the mentor encounters their norms and values (background). The norms and values may come into play such that expectations toward each other may arise from there. Examples: You shake hands when you see each other and when you say goodbye to each other. Or the family may be important and have expectations.

For the mentee, one value and norm may be important, while the mentor may have different values and norms. It is important to discuss the values and norms. Within the I culture and the “We” culture, values and norms are used differently in relation to each other. This can be a possible topic of discussion. Also, for the mentee and the mentor the values and norms may not always have an equal meaning. Here, background can play an important role.

1.8 RESPONSIBILITIES WITHIN THE RELATIONSHIP OF MENTOR AND MENTEE

The mentee and the mentor are jointly responsible for the collaborative relationship. Situations may arise in which they discuss their norms and values. In a collaborative relationship, mutual expectations regarding the relationship or the intent of the mentorship may come into play and be a possible topic of discussion. The basic attitude of the mentor plays an important role.

2. Testimonials

Mentoring is a powerful relationship that brings together experienced individuals with aspiring individuals to guide and support them on their journey to personal and professional growth. The impact of mentoring extends far beyond the individual participants, benefiting mentors, mentees, and businesses alike. In this section, we will explore the various ways mentoring positively affects these three key stakeholders through real-life testimonials.

2.1 Benefits from mentoring to mentors

Mentoring offers mentors an opportunity to refine their leadership and communication skills. They can enhance their ability to motivate, guide, and support others, ultimately improving their own self-awareness and decision-making capabilities.

In addition, mentoring provides mentors with a sense of fulfilment derived from making a positive impact on someone else's life. Witnessing the mentee's growth and success can be immensely rewarding, contributing to a higher sense of purpose.

Testimonials:

"What makes mentoring so unique is that the youth at this age are normally occupied by other interests. They are learning, but continue to be occupied with other things. These kids chose to work on themselves. They learn to deal with setbacks and choose to see the positive. A piece of paper (diploma) is of course important, but the fact that they are working on themselves determines if they will be successful in society." - Alya

"I wanted to get a clear idea of my mentees' qualities, what they were capable of and where their strengths lay. This way they could apply that to the company where they would start to work." - Gijs

"What I have seen in the mentees I have supported is enthusiasm, dedication and the will to develop, but especially this: the will to learn. This is what they have to offer employers and this is what makes them unique." - Bastiaan

2.2 Benefits from mentoring to mentees

Mentees gain access to the expertise, knowledge, and guidance of experienced professionals. Mentoring helps them set clear goals, develop new skills, and navigate obstacles, leading to enhanced personal growth and self-confidence.

Furthermore, mentees often benefit from their mentor's professional network, gaining exposure to new opportunities, connections, and resources. Mentoring relationships can open doors to internships, job placements, and valuable industry connections.

Testimonials:

"My mentor was an articulate conversationalist, and someone with whom I could expand my professional network." - Hannah

"The mentoring was focused on my career. I was future-oriented and I wanted to continue my studies. She would give advice which possibly suited me. I have never had anything that I really liked and would like to do for years to come. Because of her, my network also expanded. I even went with her to Rotary Club once." - Boukje

"My mentor has brought me into contact with many different people from a variety of levels. As a result, I learned to align myself with other people, and to communicate on different levels. Through my mentor, I have learned to contact businesses. I am no longer afraid of the initial contact." - Sjiera

2.3 Benefits from mentoring to businesses

Organizations that foster mentoring programs witness improved employee engagement, as mentorship provides a supportive environment for growth. Mentoring also helps build a sense of loyalty, leading to higher employee retention rates.

Moreover, mentoring facilitates the transfer of institutional knowledge and expertise within organisations. It ensures that critical skills and insights are passed down to the next generation, mitigating knowledge gaps and preparing future leaders.

Testimonials:

"Many organisations talk about encouraging sustainable entrepreneurship. This should not become an empty phrase: if you say, as a company, "Yes, I want to be socially responsible", this must also be facilitated internally. That is why I tell my associates, and my network - private and commercial - about the mentor program. This is my way of encouraging sustainable entrepreneurship and getting people enthusiastic for this great initiative." - Bastiaan

"In my organisation, it was possible to have my mentee along for a day. She wanted to know what the difference was between an executive secretary and a department secretary. If she saw herself, felt and experienced the difference then she would know what it is really about. I can explain it to her, but it will remain a theory. So what is needed is to give people a helping hand - make it practice - and in this way, an employer can play an important role in showing how it really works." - Christel

In conclusion, mentoring serves as a catalyst for personal growth, professional development, and organisational success. The testimonials provided by mentors, mentees, and businesses highlight the profound positive impact that mentoring can have on individuals and the collective. By embracing mentorship, we create a culture of learning, collaboration, and growth, enabling a brighter future for all involved.

3. Methods and evaluation

3.1 WHY TO USE TOOLS

The tools are meant to help the mentor get a conversation going with the mentee and provide a stepping stone to further the relationship between the mentee and the mentor.

3.2 IN WHICH SITUATIONS YOU MAY NEED THEM

In situations where the mentee is not comfortable speaking directly or simply doesn't know the answer to certain questions. We can use the toolkit to get the mentee talking or helping the mentee figure out what he wants or give more insight into the learning question of the mentee.

3.3 THE TOOLS

3.3.1 Activity 1. Me and my Commitment. Why arts and culture.

This activity is about expectations. Here mentors and mentees will discuss and talk about the expectations of mentoring relations in a creative manner.

The duration of this activity is 50 minutes.

Necessities: Markers, paper (big), pens, paint

Create a poster as a group, with your ideas and present it to the other group.

Step 1: Trainers will divide the participants in 2 groups, One group mentors and one group of mentees

Step 2: The groups will discuss what commitment they expect in a supportive mentoring relationship.

Step 3: The participants will create a poster and present it to the group.

Example timetable:

TIME	WHO	WHAT
Materials: Markers, paper (big), pens, paint		
5 Minutes	Trainer	Explaining activity, divide in 2 groups,
30 Minutes	Mentor/mentees	Making poster using pens, paint, markers
10 Minutes	Everyone	Presenting posters, discussing them
5 minutes	Trainer	Thanking everyone who participated, <u>ask</u> feedback, closing.

3.3.2 Activity 2. Cultures and connectivity

Norms, values and cultures. Getting to know different cultural and social backgrounds
(interactive game)

The goal of this interactive activity is to talk about individual norms and values that we all carry in ourselves. Your norms and values are based on your background, culture and beliefs. This game helps you to find common ground with people who come from different backgrounds and different cultures. After this game, you will see that even though everyone is different, there are always things that can connect us. You will see that everyone shares some of the same values and norms. An open conversation is very important to create new insights and interests.

To achieve this goal, you will need to create an open and safe space where you will be able to share your thoughts and beliefs openly.

Words for the CARDS are: The norms and values are:

- Loyalty to my family
- Hospitality
- Religion and belief
- Self esteem
- Speak your language well
- Respect your parents
- Independence
- Good education
- Honesty
- Obedience
- Be helpful to others



The duration of this activity is 50 minutes.

Step 1. Trainers are going to make groups of 4 people with different backgrounds. Each group gets a card from the trainer with a set of values on it.



Step 2. The teams are now going to rank these values based on how important they are for them. Together they are deciding which ones are more important for them.

Step 3. The trainers and participants will now discuss the outcomes with each other. The lists each group made will be discussed and compared. Questions will be discussed such as: What is the reason for the similar outcomes/differences? What does it mean for you and your life? Did everyone in the group agree with the made list? *The trainer needs to make sure everyone has room to share their story



Step 4. The conversation is open. It's not about right and wrong. The opportunity to discuss these values and norms is far more important.

You can also do this activity with your mentee, to understand their choice about family, friends, life choices and ambitions.

Example timetable:

TIME	WHO	WHAT
5 Minutes	Trainer	Explanation values and norms. Explain workshop, content and goal
5 Minutes	Trainer	Divide students into groups and handing out the cards
20 Minutes	Everyone	Working on the ranking in groups and making lists of 10 values and norms
15 Minutes	Everyone moderated by trainer	Comparing outcomes/ discussions / arguments Dividing groups
5 Minutes	Trainer	Closing (Goal achieved? Asking feedback! Thanking participants)

(Interactive game 2)

Brene Brown's research has shown that there are no different sets of values for personal and professional life. We don't shift our values based on context.

She also has seen that conflict in our lives comes when our values are in conflict with any part of our life - home, work, family, the random person on the corner.

Mentees can have a look at this worksheet examining all the words listed on it. They can start by deleting all the words that are not relevant to them. They can put them in categories based on similarities or put those words together in one bucket. Is there one word that encompasses all those words for you?

The rest of this is the hard part - mentees need to get this list down to two. This takes a lot of time thinking over the list and being honest with yourself.

(sources: *Serena Johnson of Ladies who do cool sh*t*)

<https://brenebrown.com/resources/dare-to-lead-list-of-values/>

Getting to know my mentee and building the relationship

Theory

During your mentoring relationship, you will experience different stages. This table shows you the development.

Initiation	Cultivation	Transformation	Separation
"I'm here for you"	"I believe in you."	"I will not let you fail."	"You have the power."
Select skills and competencies			
Respect, warmth	Facilitative Responses	Providing feedback	Embracing
Genuineness	Advice giving	Exploring the immediacy of the relationship	Integrating
Entering the Protégé's frame of reference;	Self-Disclosure	Goal-setting	Empowering

Source: *Mentoring and tutoring by students, Sinclair Goodlad (2013)*

Activity

Think of questions you can ask or topics you can talk about, depending on the different stages of your mentoring relationship. Discuss your ideas in pairs with other mentee-mentors in the group.

3.3.3 Activity 3. Our relationship

What are our learning objectives? How to set goals and choose activities in a tailor-made way, together with my mentee?

Theory

Mentoring's main goal is to contribute to the integral development of the mentee, a development capable of embracing the different dimensions that encompass the person: emotional, social, academic/work, linguistic.

Why do we define learning objectives in mentoring relationships?

The most impactful mentoring relationships are based not only on the construction of the link between mentees and mentors but the definition of clear, concrete and shared objectives is equally or more necessary for the mentoring to be successful”

(Jean Rhodes, Center for Evidence-Based Mentoring University of Massachusetts, 2020)

This holistic view of the main goal of the mentoring relationships leads us to define 7 main impact areas of the mentoring relationship: Self-esteem, self-concept and confidence; Autonomy and initiative, Motivation; Academic orientation and school dropout prevention; Discovery of the local territory and prevention of isolation; Critical view towards others and diversity; Improve language skills.

Every child or youngster has different needs and therefore the objectives of each relationship need to be defined between the mentor and mentee. Once we define the objectives we can choose the activities we want to do in order to reinforce competencies.

Activity

How do we detect the needs of our mentee?

In the following exercise, we practise how to detect what competencies should be taken into account when setting the relationship objectives and what activities or conversation subjects we can use to work on them.

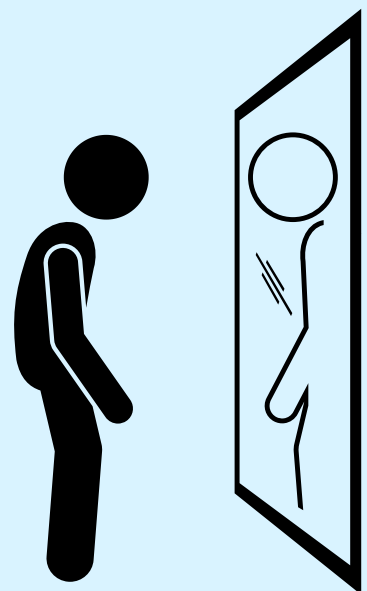
In small groups you read the following cases, detect the competencies you believe the mentee needs and make proposals for activities or specific questions that can help to develop the competencies or start an empathic conversation.

Once you finish the exercise. you present the result in the group and the trainer provides feedback on the proposal and adds/suggests other items or ways of interpretation if this is necessary.

Case 1. Rami comes from a Roma family in Romania. He arrived in the country a year and a half ago. He feels that neither the school languages nor the majority culture are his, and this affects his self-esteem since he does not identify too much with what the school does or with his peers. His mother is a good cook and the boy is very smart and often makes lunch and dinner by himself. This school year he has started secondary education. Even though he only just managed to finish primary school because he does not speak the language very well.

Case 2. Jona is in the 3rd year of high school and is a fan of hip-hop, he loves music, rapping and dancing! He spends his days listening to music and watching video clips. He is not very motivated in high school, and on top of that, he has been failing several subjects in the last few terms. The subject he's having the most difficulties with is English, which makes him lose interest even more.

Case 3: Liliana is a 4th-grade girl who is very shy with new acquaintances. She has recently changed schools and is having a hard time socialising, and making new friends, and is becoming a bit isolated. In class, it is very difficult for her to concentrate and at home, he lives with 5 brothers and does not have much peace of mind to be able to study or do his homework.



3.3.4 Activity 4 Intentional Creativity in Mentoring: Blind art

“Creativity + mentoring = Enhanced learning”

Theory

Goal: During this activity communication, being a team, creativity and trust are very important. This activity helps you to learn to trust your mentor/mentee and it influences your creative mindset.

The activity prompts the mentor and the mentee to look into each other eyes, after which they should feel closer and more connected to each other.

Activity

Necessities: pen, paper

The duration of the activity is around 15 minutes.

Step 1: Matching a mentor with a mentee.

Step 2: Sit down in front of each other.

Step 3: Look into each other's eyes for 2 minutes while drawing each other without looking at the paper, maintaining eye contact and not lifting up the pencil during the given time.

Step 4: discuss the results and look at the drawings. How did they feel about looking into each others' eyes for 2 minutes? What did they feel at the beginning and towards the end? How are they feeling towards the other person after the activity?



The rules are:

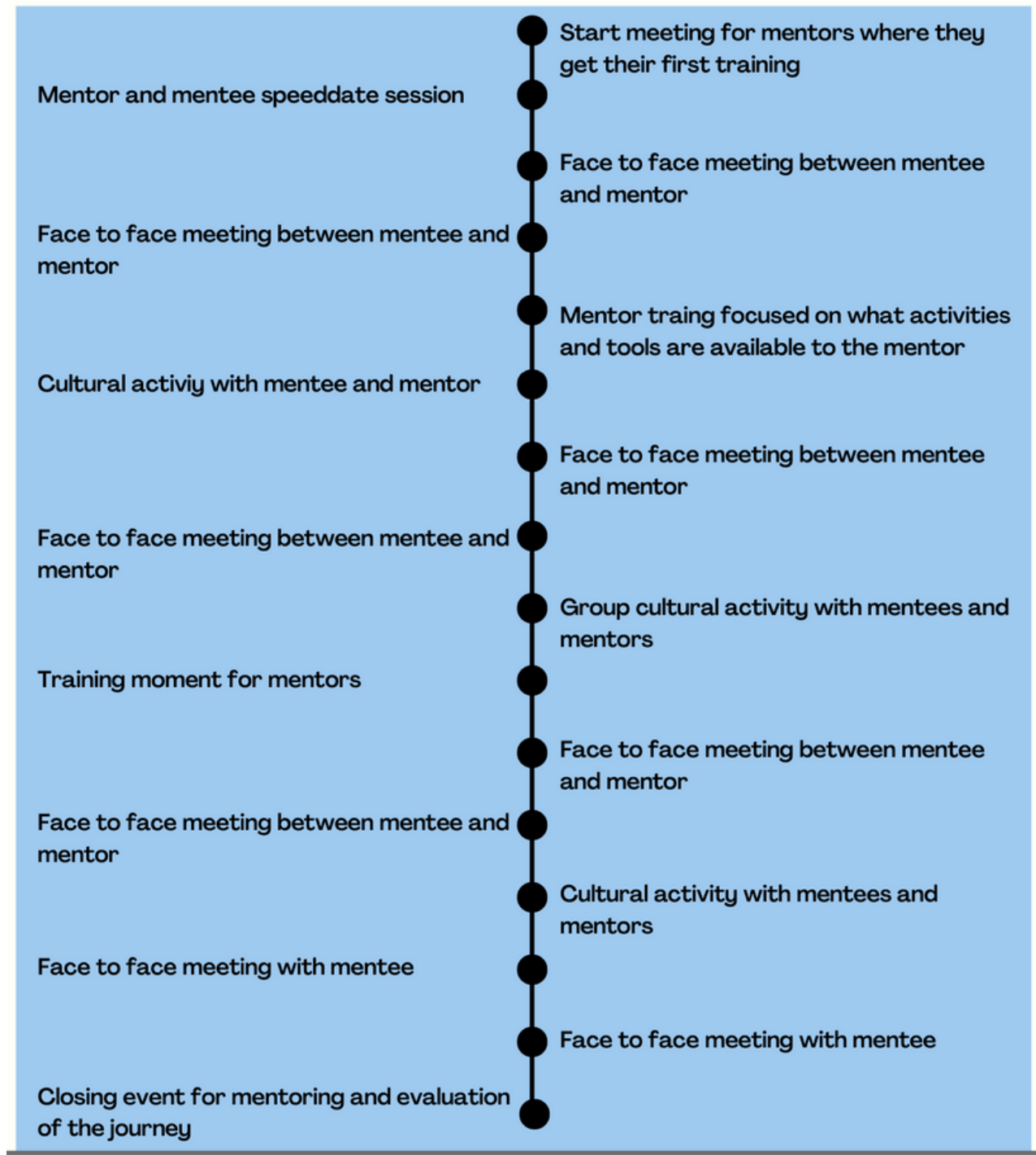
1. Mentors and mentees can't look at the paper.
2. Mentors and mentees can't take the pen from the paper.

Example timetable:

TIME	WHO	WHAT
Materials: pen and paper		
5 minutes	Trainer	Explaining the activity
2 minutes	Mentors/Mentees	Doing the activity
8-10 minutes	Everyone	Discuss the result

4. Practical examples

4.1 EXAMPLE OF A MENTEE- MENTOR RELATIONSHIP



4.2 GENERAL TIPS

Every mentee-mentor Journey is different however we would like to give you a few tips that you can use during your mentee-mentor Journey.

- Create a safe environment for your mentee with your behaviour
- Have open discussions with your mentee
- Make clear what your boundaries are
- Make clear to the mentee what your journey together will look like
- Be open to feedback from your mentee
- Be fluid in your approach with your mentee, If you feel like something does not work try something else
- Don't be afraid to ask for help from the organisation or other mentors if you are feeling lost
- Make sure you have a boundary between your mentee-mentor relationship and a personal relationship
- Respect the boundaries and privacy of your mentee
- Don't buy gifts or other things for your mentee
- Stick to the schedule you and your mentee have devised, It is important to have regular contact with your mentee.



4.3 HOW TO CHOOSE AN ACTIVITY

Every single one of our activities has a goal in mind. To pick the best activity for your mentee, have a goal in mind that you wish to accomplish with the activity. Tailored to that you can pick one of the activities that have been provided.

4.4 IMPORTANCE OF PEPPERATIONS, DEBRIEFING, AND EVALUTION

Preparation is an important step in your mentee-mentor journey. However, the journey is always fluid meaning that you should aim to have the basic skills necessary to maintain your mentee-mentor relationship. But there are some small things you can do to make each mentee meeting a bigger success. This includes making notes of your meeting so you can discuss the progress in your next meeting with the mentee.

Debriefing and evaluation will be mostly done together within the training moments. You should discuss with your fellow mentors what you have experienced without going into personal details of your mentee of course and see if what you have done was the best course of action or where there are other options evaluate yourself on how you have performed with the rest of your fellow mentors. And keep in mind that as a mentor you are never done learning. Each experience brings you new insights that can be useful in the future.

My Cultural Mentoring Experience

A guide to changing people and communities

*THIS HANDBOOK IS A PROTOTYPE FOR MENTORS IN THE **MATCH WITH ARTS AND CULTURE PROJECT**. SINCE WE ARE STILL LEARNING AND EXPLORING, IT MEANS YOU ARE LOOKING AT A PRODUCT THAT ISN'T FINISHED YET. BECAUSE OF THIS, FEEL FREE TO GIVE US FEEDBACK AND HELP US IMPROVE YOUR LEARNING PROCESS. THANK YOU.*

INTRODUCTION

About Match with Arts and Culture project

“Match with Arts and Culture” is a learning activity for cultural mentoring. It is a tool for becoming a role model and connecting to other young people of different, sometimes challenging backgrounds. Being an adolescent yourself, you can:

- empower marginalised youth groups in the local communities
- engage in meaningful mentoring relationships as a volunteer
- experience and use arts and culture as an instrument to develop grow and gain new life perspectives

About mentoring and culture

Mentoring is a universal instrument to empower vulnerable young people. It is an essential tool for keeping people connected. All people in need should know that there's someone behind them when they feel lonely and isolated. On the other hand, culture is a key factor in sustainable development and social change. Culture strengthens social cohesion. It builds bridges between groups and peoples, it creates peace and is a significant economic player. Culture is what people create and it's the matrix of humanity. Match with arts links together these powerful engines of change and integration for young people.

You are part of this change now.

As a mentor, you can count on us in:

- orientation and training,
- ongoing support in your learning experience,
- recognition for your efforts in developing something new in your city/region.

Through our activities and training, you will develop your:

- awareness of being a role model to other young people
- develop your soft skills such as listening, giving feedback, empathy
- develop your organisational and other skills in initiating and executing artistic/cultural activities



4.5 HOW TO KNOW IF YOU ARE PREPARED TO BECOME A MENTOR

Several aspects are required to become a mentor. The main one is being willing to invest time into a mentee. You should be able to invest at least two hours a week into the mentee relationship to make it work. For the rest, you must be open-minded and ready to share experiences and inspire your mentee. But above all, you should be able to listen. We will help you get the tools you need to succeed as a mentor however the success of your mentee-mentor relationship is decided between the both of you.

5. Information

Friesland College

Friesland College founded a mentoring program in the Netherlands, called MentorProgramma Friesland. MentorProgramma Friesland introduces this tool within a powerful environment: the education of young people. Vocational and university education is the underlying structure of the programme, providing funding and embedding.

The programme provides additional guidance to young people in education. It is an addition to the regular support and counselling at school. It is a preventative programme that cannot be used as a problem-solving method. The basic principle is that the student has a learning need that can only be answered by an external personal mentor. The program searches for the best match between supply (the learning goal of the student) and demand (the unique experience of the mentor).

Contact name: Kamilla Gorczynska

Phone number: +31 6 52646424

E-mail: info@mentorprogrammafriesland.nl

Start and end date of the project: 01/11/2021 - 01/05/2024

Edu Playground

Edu Playground focuses on the development of educational tools that make learning more attractive and accessible. This is done by using new communication and information technologies for adults and youth from socially disadvantaged groups and backgrounds, seeking to give them equal opportunities and encouraging them to play a more active role in terms of citizenship.

Contact name: Daniel Kirev

Phone number: +359895653819

Email: eduplaygroundbg@gmail.com

AFEV Barcelona

AFEV is a non-profit organization that promotes youth volunteering to act against social and educational inequalities. We accompany people who are in difficulties and encourage and support the social commitment of young people. Our origins lie in Paris in 1991, in a non-formal education movement that arose with the aim of making a citizen contribution to the city's social policies. We have been in Catalonia since 2008 and in Valencia since 2018, collaborating in solidarity actions in vulnerable territories.

Contact person: Joke Aerts

Phone number: +34 605 96 70 36

Email: administracio@afev.org

La Cosecha Comunicación

LA COSECHA Comunicación is a multidisciplinary team of professionals with extensive experience in the communication sector and cooperative work. We understand communication as a participatory tool and its use for social transformation, which is essential as a way to keep our communities alive and empowered. We work hand in hand with social and cultural projects to make them visible, get their messages across and manage to generate a community fabric, through dialogical communication and proactive action. We seek to build new codes, new narratives and new ways of relating to citizens.

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Big Brothers and Big Sisters of Bulgaria

Big Brothers Big Sisters of Bulgaria Association is a non-profit organization, registered in public benefit. The Association has been established in May 2006 in Plovdiv, Bulgaria. Big Brothers Big Sisters of Bulgaria Association is an affiliate member of Big Brothers Big Sisters International and delivers mentoring services for children and youth at risk following unified international standards. More than 300 children have been included in the program and more than 550 volunteers have taken part as mentors.

Apart from the Big Brothers Big Sisters mentoring program, the organization works in two other main directions - providing volunteering opportunities to young people through short-term initiatives and promoting the opportunities of the "Erasmus+" program.

Since 2017 Big Brothers Big Sisters of Bulgaria Association has started to incorporate arts and culture in its work with disadvantaged children and young people as a means to fight social exclusion, encourage youth participation and help them develop soft skills and be prepared for independent life.

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Melting Pro Learning Societa Cooperativa

Melting Pro is an organisation founded by seven women with a shared vision: a more cohesive society and increased well-being for people through participation in culture and the arts. As a small enterprise based in Rome and operating internationally, what defines Melting Pro is a collaborative approach: the value of exchanging ideas and experiences within and outside the team is at the core of all the projects and services promoted by the company. MeP promotes a greater openness to Europe and the creation of networks and strategic partnerships between institutions in the belief that only through collaboration, we can transform the complicated social and economic aspects into opportunities for change and growth. Melting Pro's mission is to make arts and culture play the role of change-makers in our societies, enhancing the living conditions of communities by offering relevant and valuable experiences that trigger a shared sense of togetherness and awareness as citizens. To do so Melting Pro is committed to supporting organisations and individuals working in the cultural and creative sector, empowering them to gain more social relevance and to up-skill their professional profiles. Covering the core subjects of audience development and new forms of engagement in the arts, innovative and entrepreneurial competencies, organizational growth, and creative development of communities, MeP's activities are targeted at the growing needs of cultural practitioners to invest in strategic skills and new competences, to face upcoming challenges. The way Melting Pro contributes to change and innovation in the sector is by developing innovative training programmes and cooperation projects. Melting Pro offers a series of innovative content and courses aimed at people who intend to invest in their professional future in the field of culture by acquiring skills that are essential yet not developed within the more formal education and training paths.

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