

TOOLKIT FOR COMMUNITY MENTORING

A PARTNERSHIP
BETWEEN :



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WALKING TOURS
WALKING TOWARDS EMPLOYABILITY



Summary

Introduction	1
The project	2
The partners	2
Chapter 1 : The mentor - Theoretical aspect	4
1.1. "What does it mean to be a mentor ?"	4
1.1.1. Definition	4
1.1.2. Skills and qualities of a mentor	5
1.1.3. Code of ethics, values and principles	5
1.1.4. Mentor's mindset	6
1.1.5. Inspiration and leadership	7
1.2. How can media help a mentor	9
1.2.2. How can using new media help a mentor get young people more actively involved in their community?	10
Chapter 2 : Community mentoring	13
2.1. What is community mentoring ?	13
2.1.1. Definition	13
2.1.2. Different types of mentoring	13
2.1.3. Process of mentoring	15
2.1.3.1 Getting to know each other	16
2.1.3.2. Continuous feedback	20
2.1.3.3. Evaluation	25
Chapter 3 : Gender equality in community mentoring	27
3.1. Diversity and gender in the group	27
3.1.1. Gender stereotypes	27
3.1.2. Gender influence on group dynamics	28
3.2. Gender in the group	31
Annexes	33
Resources	35

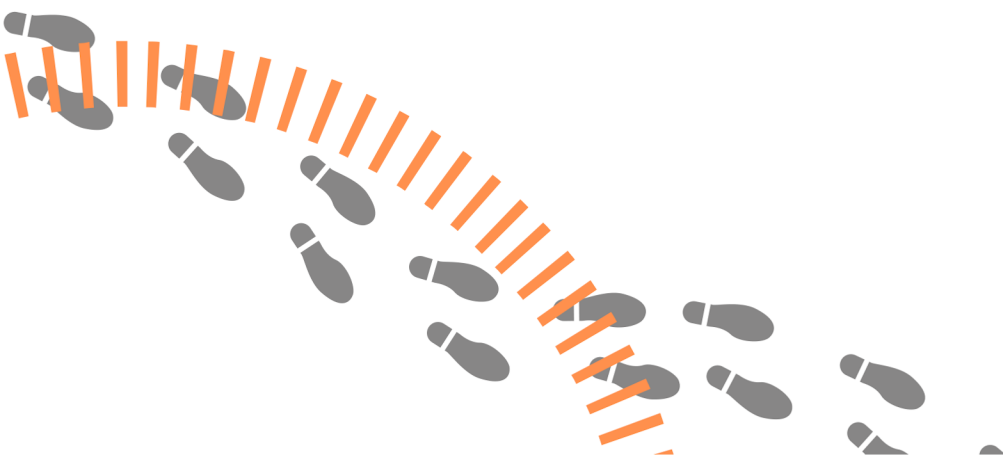
INTRODUCTION

Welcome to the toolkit for community mentoring !

Neither teacher, nor coach, nor trainer, the mentor is a person who can act as a role model and help the mentees in different ways. This toolkit will allow you to understand what "being a mentor" is, how mentoring works and what is important to pay attention to, regarding the diversity and gender of members.

The first chapter will take you through the theoretical aspects in order to better exercise the role of a mentor. In the second chapter, you will find exercises to learn all about the process of mentoring, and the different ways of mentoring. Finally, the third chapter is devoted to the diversity and gender of people, which is important for a successful mentoring.

Enjoy your reading and wish you a fulfilling mentoring journey!



THE PROJECT

The Walking Towards Employability project is financed by the European Union through the Erasmus + KA2 program. It was born from the need to identify sustainable and easily transferable models of youth entrepreneurship capable of responding to socio-professional inclusion, especially in situations of vulnerability. The project aims to lift up non-touristy, often underprivileged communities/neighbourhoods by the creation of a responsible, community-based walking tour business.

THE PARTNERS

ITALIAN ASSOCIATION FOR RESPONSIBLE TOURISM - AITR

AITR is a non-governmental and non-profit association and it has been active for over twenty years: it is now the oldest active association for Responsible Tourism in Europe.



Since May 15, 1998 AITR is inspired by ethical and democratic principles and promotes and coordinates activities that support a tourism that is responsible, sustainable and ethical. It aims to raise awareness among citizens, promote lifestyles and a consumerism that is fair to all involved. AITR cooperates with international and national organizations that deal with sustainable development (such as ASVIS, OITS, EARTH).

D'ANTILLES ET D'AILLEURS

Based in Martinique (French West-Indies), D'Antilles et D'Ailleurs is a non-governmental organization created in 2016. We work for training and active and democratic participation, especially for women and young people with fewer opportunities, through three areas of activity: Youth and Mobility, Women, Youth and Cooperation, Citizen Lab.



The association develops and participates in projects promoting gender diversity, equality, inclusion and the fight against discrimination. The DA&DA team mobilises their wide knowledge and international experiences for the community individuals who are in need of information and opportunities regarding mobility, financing and training.

GROUPE ONE

Founded in 1997, GROUPE ONE ASBL is an association for business creation based in Belgium. Groupe One offers an approach based on active pedagogy through interactive role plays, change management methods such as neuro-management as well as collective intelligence techniques.

Target audiences are primarily: entrepreneurs (managers, executive managers, young people in schools and their teachers, jobseekers, people in professional reconversion, potential entrepreneurs)

Groupe One offers to all project holders a professional and free support service to guide them in the realization of their business plan and their search for financing in a sustainable development approach. As such, the association has developed a range of simple and innovative tools for environmental and financial management, adapted to small businesses, to help them create sustainable and local jobs.



KARPOS



karpos

Karpos develops local and European projects encouraging expression and the exchange of views and creative ideas through the use of media. We strongly believe that, in a society where images surround us, these tools can empower both young and adult citizens to participate in social transactions and bring forward their own alternative voices. We specialise in how media, image and sound can develop narratives and how they can be introduced in educational environments.

TAMAT

Founded in 1995, Tamat is a non-governmental organization recognized by the Ministry of Foreign Affairs (MAECI) and the Italian Cooperation Agency (AICS), and works within a wide range of sectors: Agriculture, Environment, Tourism and Promotion of Small Businesses. We believe in people and in strengthening personal skills, for the improvement of everyone's living conditions. Tamat supports local organizations, making sure that every person in every place can live on their own resources and skills. We support local populations and civil society to implement sustainable development solutions in the social, environmental, cultural and economic fields. We cooperate in Africa, Latin America and the Balkans. We work in Italy with local associations, civil society, institutions and universities on issues and challenges related to development and processes of global interdependence. We are for a fairer world.



Chapter 1 : The mentor - Theoretical aspect

1.1. What does it mean to be a mentor ?

1.1.1. Definition



“A mentor is an experienced person who advises and helps somebody with less experience over a period of time”

[The Oxford Dictionary]

Being a mentor is different from being a teacher, a coach or a trainer, their experience is not only made up from study, but also from personal skills in the domains considered. A mentor is not only a guide, they are involved in a complex approach made of comprehension, effectiveness and support directed to individuals, groups, teams or organizations. Their vast scope of action makes the difference about being a mentor; a teacher or a coach tend to focus on the performance on a particular area, while a mentor has a wider view and focuses its activities in individuals' overall career, goals or aims.



A mentor is a person who can act as a role model and help the mentees in different ways - for example by helping them to discover their strengths and new ways of thinking.

The mentor is not a sponsor, a therapist, a social worker or a leader.



It is important to let the mentees make their own choices and decisions and support them in the process by offering different angles of thinking. In the end the mentees are responsible for their learning and development.

1.1.2. Skills and qualities of a mentor

In order to be a good mentor, it is important to first know oneself and one's personal qualities and flaws.



Make a list of your qualities and flaws, reflecting on how they could affect your relationships with the mentees and the mentoring process. This self-reflection can help you identify possible areas of self-development and also your main relational skills.

After this exercise, please find below a list of commonly agreed qualities of a good mentor:

- Emphatic
 - Non-judgmental
 - Good listener
 - Open-minded
 - Positive attitude
- Trustworthy
 - Role model
 - Personal experience of mentoring

1.1.3. code of ethics, values and principales

Some cornerstones are essential in building a good relationship with the mentees. The main pillars are the following:

- **SELF-REFLECTION:** a mentor should be emphatic, curious, authentic and able to connect with others;
- **BUILD TRUST:** a mentor should be a point of reference for the mentees from the beginning, that's why trust is vital. To achieve this it is important to remember that everybody has different trust profiles, but keeping in mind that trust is also crucial to achieve goals;
- **LISTEN ACTIVELY:** being a good listener is a basic skill and will demonstrate to the mentees that they are understood and taken into consideration;



- **INSPIRING OTHERS:** the ability to inspire the mentees is vital, therefore should be challenged to think out of the box to develop their capacities;
- **ACT WITH INTEGRITY AND BE RESPONSIBLE:** the key element is to be aware on one and others' responsibilities, to avoid false expectations and stick by the commitments taken by the group.

Last but not least, it's important to respect everybody. A mentor should not interfere with the individual or group self-determination (except in extreme situations), since mentoring should enable the mentees to make their own decisions through their ethical judgement, critical thinking and understanding of the goals.

Even if the mentor has the opportunity to use their experiences and knowledge to support the development of the mentee's project, the responsibility in making things happen and putting plans into action lies primarily with the mentees.

When mentoring, the mentor could try the following :



- Develop theirs and the mentee's understanding of a situation or problem
- Offer different perspectives and encourage self-evaluation
- Provide support and encouragement
- Be a sounding board and a critical friend

1.1.4. Mentor's mindset

A mindset can be defined as a person's worldview or philosophy of life. It is a set of beliefs that guide and help us on how to behave and take decisions. Mindsets frame how we see situations and suggest how we might react; they focus our attention on certain aspects of the environment and can become habitual.

In her book "Mindset", professor of Psychology Carol Dweck popularised a particular type of mindset with respect to intelligence. In short she says that people who have a Growth Mindset believe that intelligence can be developed, and this leads to a desire to learn.

People with a Fixed Mindset believe intelligence is static and have less passion for learning. For a mentor the growth mindset is crucial and to be a good mentor these characteristics are essential:

- **CURIOSITY:** the belief that the mentee is the expert on their own lives and they are curious to learn about the mentees. Don't make assumptions – ask questions;
- **HUMILITY:** the mentor should believe they still have much to learn too and not put themselves on a pedestal;
- **RESPECT FOR DIFFERENCE:** we all come from different backgrounds and sometimes don't have so much in common but this should be seen as a learning opportunity and a richness;
- **QUESTION YOURSELF:** recognize the mindsets that guide your way of behaving with a mentee.



Next time you go into a mentoring session, prepare yourself by asking:
« What kind of mentor do I challenge myself to be? » and « What mindset(s) am I bringing to the conversation today? »

1.1.5. Inspiration and leadership

Inspiring other people does not mean being an example to follow, but instead taking responsibilities and helping others to value themselves, identify needs and provide development opportunities.



To reach this goal through the mentorship, here's some hints and tips to do that:



- **SERVE OTHERS:** a genuine mentor is a person who wants to make a difference in someone's path towards an objective.
 - **SHARE WITH YOUR TEAM:** sharing is a key factor to inspire and to be a good leader. It could be sharing experiences or networks.
 - **BEING POSITIVE:** it is crucial to help the mentees to value themselves, so a mentor should be focused on their skills rather than on their lacks and weaknesses.
 - **GUIDANCE:** a good leader is a good guide that helps the mentee to develop themselves both professionally and personally.
 - **ENCOURAGEMENT:** a mentor should know how to talk and encourage his/her mentees, in order to create a good environment and share good practices while working.
- It is important to point out that mentoring benefits the mentor oneself by enriching and developing his/her professional capacities such as:

- **BUILDING HIS/HER LEADERSHIP SKILLS:** develop the ability to motivate and encourage others, not only mentees.
- **IMPROVE HIS/HER COMMUNICATION SKILLS:** every mentee has a different background, so it is important to be able to "speak different languages" and be an effective communicator.
- **SEE NEWS PERSPECTIVES:** when "teaching" to a newbie a mentor discovers new perspectives on things that he/she already knows, so it helps to develop new approaches and ways of thinking.
- **GAIN SATISFACTION:** last but not least, at the end of a mentoring period but also during the training, a mentor is fulfilled by seeing others success, growths and milestones reached.

1.2. How can media help a mentor



Media literacy is “the ability to share meaning through symbol systems in order to fully participate in society.

[Hobbs 2010: 30-31]

Today, people participate in the exchange of media messages daily, either as a viewer, consumer, commentator, or a creator. This dialogue could be about a TV program, a film, a Facebook/Instagram post, combining image and text, a video game, or a YouTube tutorial, and more than once a critical attitude towards audiovisual products is necessary. A common question is how an educator, a mentor, an animator uses audiovisual communication to help him/her during the educational or mentoring process?

1.2.1. In what way media literacy contribute to the mentoring process ?

A key feature of media is that it usually involves us in viewing multiple elements (images, text, sounds, speech, graphics etc.) that form a whole. If you look at these elements one by one, you obtain a series of fields to work on. Depending on the approach of each mentor and the learning outcome he/she wants to achieve, most of these elements can be quite easily adapted to a range of ages, abilities, and timescales for any activity.

Through the development of the mentoring process the mentor will have to establish ties between himself and the team to achieve real communication with the mentees. He/she should explain basic principles and set questions to the team to sleep on.

The main questions are :



1. Are we looking at content, at a theme or at the research and procedures before we start creating an audiovisual work?
2. What is the impact this media work already had on us or may have tomorrow on others?
3. What are the elements, dialogue, words, sounds and visuals which serve a purpose?
4. Is the story significant and how is it told?
5. What do we 'say' (or show) first and how does this help us keep a group cohesive and develop an interesting narrative?

It is important for a mentor to remember that media usually requires a team effort to create a piece of work, it leads to interactive and participatory learning. Group work is organized around mastering the specific technology, collective decision-making through argument formulation and negotiation processes, developing skills to write an audiovisual text and receiving feedback through audience responses and the mentor's self-evaluation.

These are just a few typical parameters that help build a critical attitude. Through suitably designed activities, participants are encouraged to recognize that absolutely everything can take on different meanings, depending on their point of view. Gaining an understanding of every group member helps us have a critical attitude to our surrounding reality, and governs our communication culture. All these help a mentor really connect with his/her group of mentees, build a relationship, and help them set common goals and prevent misunderstanding.

1.2.2. How can using new media help a mentor get young people more actively involved in their community?

Working with media combines knowledge, skills, and perspectives. There are three possible reasons why young people can be more actively involved in their community:

- The complex nature of media promotes an understanding of different aspects of their neighborhood (social, economic, historic). For example, even a small detail (a sign, the color of the buildings, a statue), or a man made construction (a building, a bridge) may conceal a broader interesting history of the community. This could be anecdotal information, connections to a wider social situation, or human stories. For a mentor to help the group make a piece of media with sounds and images, he/she must carefully explain to them that with media we examine details and gestures, that reveal some of these aspects;
- Audiovisual expression constitutes an alternative, integrated system of communication beyond, and parallel to, written and spoken language. This form of expression enables participants to handle a complex system of intercultural communication and has great potential to disseminate ideas among people from different nationalities, cultures, and skills.
- The knowledge of new media and the digital world today is vast and virtually 'belongs' to all young people. It offers them the chance to express themselves and communicate through media creation. There are many narrative options available, using different software and Apps in addition to more traditional editing techniques. The ability to focus young people's short span interest and creativity through relatively cheap, everyday mobile devices can be achieved through structured, short activities. Each activity concentrates their attention on certain aspects of media expression and the chosen theme. Audiovisual activities can be part of a wider process, accompanying a discussion or exploration of their wider community. There are numerous examples we can use, even for short-term trainings, from a simple photo shoot with a specific concept in mind, a sound recording, a juxtaposition of realistic recordings to imaginative, fictional, poetic or reporting related elements about the local community.



SOME TIPS FOR MENTORS



- Start with making small and simple projects.
- It is not necessary to use high end technology, a variety of activities can happen only by using a mobile phone with a camera and a recorder.
- The most important thing is to know what is your goal. What you want to accomplish through these activities and what the mentees will learn from them.
- A good idea is to make some tests with the material with someone they know and then try it on a new audience.

Chapter 2 : Community mentoring

2.1. What is community mentoring ?



2.1.1. Definition

“Mentoring is a journey where mentors are not simply providing actors with a road map and travel tips, but also walk some of the journey together with them. The co-journeying enables both mentors and actors to develop; and they experience a new journey that is full of surprises”.

[The Psychology of Coaching, Mentoring and Learning, Law, Ho.2013]

Community mentoring involves volunteers within a given community providing support to its members. Mentor sessions (one-to-one or group meetings) may happen in community settings, mentees' homes or via the Internet. The aim is to facilitate mentees' self-development, contribute to improving their social networks and motivate them to achieve their goals.

Community Mentoring is not a substitute for counselling, medication, schooling, social work, improved parenting or social justice or any of the other interventions that can take place in a more socially difficult situation. Rather, through mentoring we seek to work alongside the person, their families and professionals, while remaining independent with a clear community focus.

2.1.2. Different types of mentoring

Mentoring can be realized in a multitude of ways and using different roles. The following settings are the most common:

- **ONE-TO-ONE MENTORING:** the most traditional setting where a more experienced individual offers guidance, support and knowledge to a less experienced mentee.
- **GROUP MENTORING:** an experienced mentor or mentors works with a group.

Depending on the goal of the mentoring, the role of the mentor can also vary. In **peer mentoring** the mentor is on the same level with the mentees, often from the same background. In this case the mentoring is more equal-to-equal and is based on dialogue and learning together.

In **non-peer setting** the mentor has more of structured and active role especially in supporting the mentees learning process.

Through the Walking Towards Employability Project, the mentoring took place in a group setting which enables a more dynamic learning process and allows the youth to get support from each other. The mentors were selected for their skills and qualities in regards to the goal of the mentoring which is to enable the group of youth to create and design a Walking Tour in their neighbourhood and at the same time acquiring broader skills and competences in the fields of business, marketing, audiovisual and responsible tourism. As the mentors partook in staff training organized by the partner organizations of the project, they also learnt new skills and deepened their knowledge. The mentors may or may not be from the same community as the youth but for them to be from the same community is an added value as it helps the connection.

In a group setting it's important that the youth commit to work for the goals that they have set together and define and agree on the working methods. The mentor's role is to guide and support the youth in their learning process by listening, asking questions and acting as a "mirror". It's not for the mentor to provide the answers but his/her role is to enable the youth to actively learn by themselves by giving them the necessary tools and knowledge. In a group setting it's important that the mentor allows for all the participants to participate, regulating the groups more dominant members and encouraging the more silent ones. It could be good to establish the rules for the group beforehand or use different methods enabling everyone to participate, for example splitting the group into pairs for discussions, allocating each person a certain time limit etc.



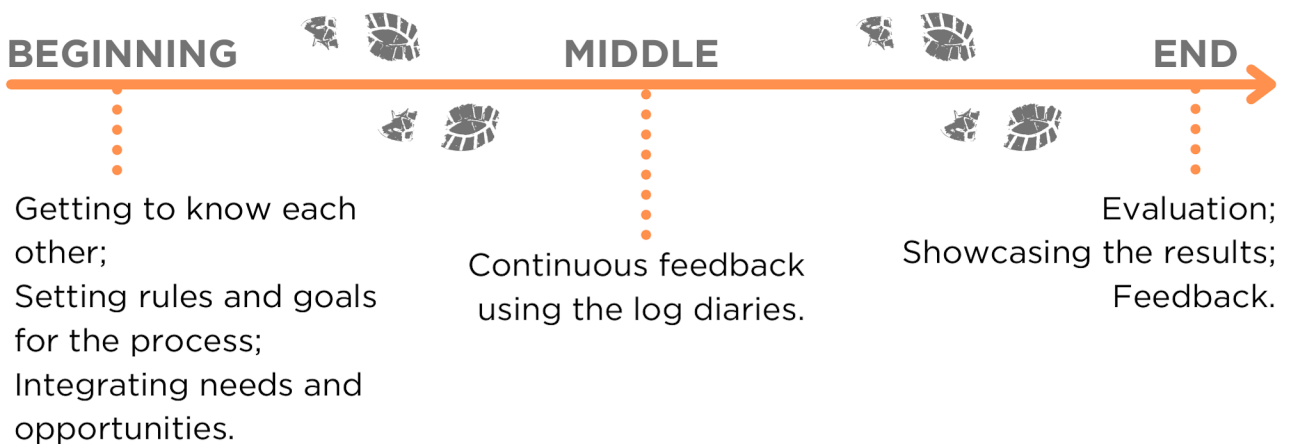
2.1.3. Process of mentoring

The process of mentoring can be thought of as an arch with a beginning, middle and end consisting of the different meetings between the mentors and the group. It's important to define a clear start and ending to the process. For example, the tool "log diary" can be used.



TOOL : THE LOG DIARY

The log diary was used in the "Walking Towards Employability" project as a tool to gather feedback from the youth participants as well as the mentors in regards to the course modules in order to improve them.



In the beginning of the mentoring process we recommend establishing a set of common rules for the group, either in writing or as a discussion. These rules should cover the following :

- THE GOAL OF THE MENTORING PROCESS: the creation of a Walking Tour in a neighbourhood following the modules of the Walking Towards Employability Course.
- THE WORKING METHOD: Learning by doing, actively participating in the process
- THE TIMETABLE: mentors and mentees should establish a clear timetable together and stick to it
- CANCELLATIONS AND ABSENCES: rules on how to cancel or postpone if needed (for example, if just one person cannot come to a meeting should it be postponed or not?)
- COMMUNICATION: agree on the means of communication (e-mail/Facebook/ Whatsapp group...)
- PROCESS OF QUITTING THE GROUP: why and how this could happen (missing too many meetings, not participating actively, personal issues..)

2.1.3.1 Getting to know each other

BEGINNING



Getting to know each other;
Setting rules and goals for the process;
Integrating needs and opportunities.

1. How to get to know each other ?

It is important that the mentor and the youth mentees take time to get to know each other in the beginning of the process. It is the basis of trust and working together as a team with people who surely have different opinions and life experiences. Here are a few icebreaker exercises that can be used for this goal.



EXERCISE: Me and you

TIME NEEDED: 45-60 min depending on number of participants

MATERIALS NEEDED: A simple camera or a tablet/smart phone for each couple.

PREPARATION NEEDED: No preparation but a space with a bit of variety would be desirable.

OBJECTIVE: Familiarization within a group, icebreaker exercise, introduction to identity through a photographic portrait, introduction to the language of images, direct still images around a theme.

DESCRIPTION/INSTRUCTIONS:

The mentor before beginning the exercise should do a short presentation about what a close up and a wide shot is, giving examples, and then divide the group into pairs. Some resources to help the mentor can be found here.

Each pair spend 5'-10' minutes getting to know each other and discussing what kind of portrait they would each like to create for themselves.

After the discussion the mentees take two photos of their pair : a wide frame one where all the body of the person can be seen and a nearby one. It is particularly important that both pictures capture the person in the exact same space and position. That will give the opportunity to the others to see what information each picture shows us depending on the frame that was chosen. The person in the shot describes and chooses the style, the pose, the props, if needed, which create an image characteristic of themselves. The photographer is responsible for consulting and proposing alterations or alternatives both aesthetics and content wise. So, the role of the director is split between the two which creates a creative and critical dialogue.

After all pairs have taken the photos the mentor presents them on a projector or a laptop and asks each person to present themselves to the rest of the group. That helps the rest of the group to learn about their group and create ties between them.

After the self-presentations, the mentor can ask a couple of questions: What did they learn about each other? Why did they choose this specific space or posture?

HINTS:

1. Due to the visual language of the photographs this exercise can be used with groups of multicultural characteristics.
2. Insist on each pair delivering only 4 photos. It is a good practice to decide which best represents themselves.



2. How to integrate needs and opportunities of the community setting ?

It is important to integrate needs and opportunities at beginning including mentees in the process.

The used tool is "the kick off". The kickoff is separated into two distinct moments.

1) Inputs from the mentor: The mentor must explain the goals and the objectives of the program but also the methodology that will be used by the speakers during the session.

One must introduce the planning and the logistic and administrative concerns. Everything must be clear at the end of the explanation. The mentor should take the time to be sure that the mentees understood the information.

2) Inputs from the mentees: This is the time to hear about each mentee. They individually will explain their expectations, needs, fears and state of mind.

Collectively, the group will determine the group living charter (kindness, listening...).



How?

The group is divided into three subgroups. Two groups write each a draft charter with from 7 up to 10 suggestions. The mentor is free to add suggestions as a member of the group.



The third group makes a match of the two other groups and will add some suggestions if necessary. This group can also modify order and will highlight the propositions.

The third group will introduce the final version to the others. A vote can be organized if there is disagreement.

The mentor will hang the paper on the wall to refer to it when it is needed. A guardian of the charter can be elected to make sure this is respected but the mentor is supposed to have this role.

The charter is not fixed and can be evolved according to the needs during the program.

Then, the mentees will take the time to ask their questions.

How ? The tool used is the « **parking question** », a space where the mentees can write their questions. This tool can be used at different moments of the session. For example, a sheet can be hung at the wall with four boxes: « what is going well? », « what are the questions? », « what could be improved? », « what are the ideas to improve? ». Whenever they want, the mentees can file the boxes.



Before starting the modules, a necessary step is to identify identity and roles within the group.



EXERCISE: We are the ones who...

TIME NEEDED: 20-25 minutes

MATERIALS NEEDED: 2 Paper board and markers

PREPARATION NEEDED: Suitable for any group that has set ground rules for dialogue.

OBJECTIVE: Build/realize group identity and roles

DESCRIPTION/INSTRUCTIONS:

The mentor writes on the top of the one paper board the phrase “We are the ones who.....” and asks the group to complete it by something they believe it applies to the specific group.

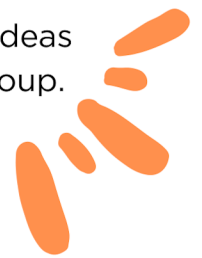


He/she then writes on the second board the phrase “I am the one who...” And asks each group member to complete the phrase by something that applies to themselves.

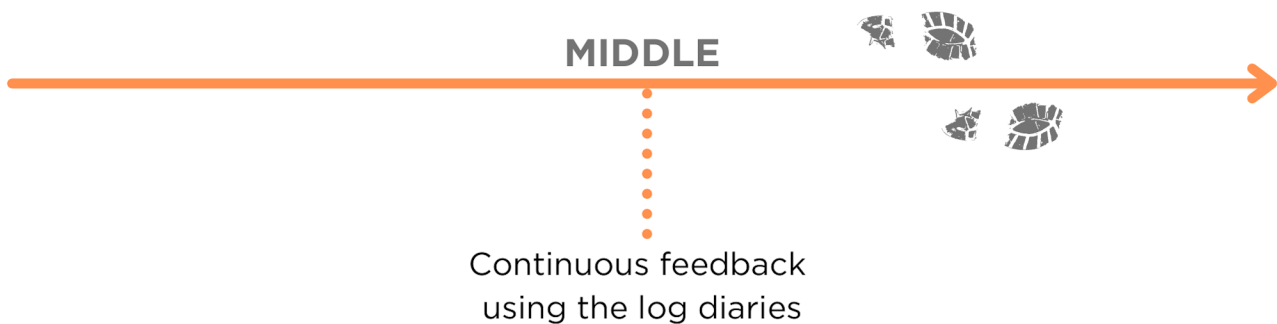
After both lists are completed the mentor initiates a conversation around the different roles that exist in a group and what each role offers to the entity of the team. Then the group comments about the specific elements emerged during the exercise. They comment on the common things that bring them together as a group, but also which role they believe suits each one.

HINTS:

As this is a brainstorming exercise it is important to write down all ideas heard with the same level of respect by both the mentor and the group.



2.1.3.2. Continuous feedback



We recommend using the log diaries with the group of mentees as a means of receiving continuous feedback along the process. This method is very beneficial as it assures that problems are addressed in time and not at the end of the process when it may be too late. It also allows one to correct or ameliorate any issues that arise and to learn from them. It's important that the group sets a certain method for this process, for example at the end of each meeting.

The group can design a person per meeting to gather feedback from the group that is then shared with the mentor or they can decide to do individual log diaries. In the Walking Towards Employability project the mentor also has their personal log diary in order to reflect on what works or does not work with the group, what could be done differently and to record any unexpected results. We have used this method to ameliorate the course modules.

Both log diary templates can be found at the annexes of this guide and can be modified to best suit your project.

During the training, there are many other exercises to generate ideas or to connect youth with the socio-economical context of their/the community, for example.

1. How to generate ideas ?



by 
karpos

EXERCISE: The iceberg of culture

TIME NEEDED: 45 min-2 hours

MATERIALS NEEDED: piece of paper, pens, paper board and markers

PREPARATION NEEDED: Group must have already set ground rules for dialogue and brainstorming.

OBJECTIVE: Explore elements of our community and culture.

DESCRIPTION/INSTRUCTIONS:

On a paper board the mentor draws an iceberg. As the group looks at it the mentor explains that the portion which is visible above water is, in reality, only a small piece of a much larger whole. Similarly, people often think of a community and the culture of a neighborhood or a place as the numerous observable characteristics of a group that can be seen with their eyes. The mentor asks the group to brainstorm elements as such, be it for example their decent, religion or language. He/she fills the space above water with these elements.

The mentor, however, explains that in reality these constitute merely an external manifestation of the deeper and broader components of a community and its culture. The complex ideas and deeply held preferences and priorities known as attitudes and values that we can only understand by analyzing what is underlying the outward behaviors of a community.

Before presenting the iceberg, the mentor can ask the group to draw in groups of five on a big piece of paper a group image of what is community and culture and discuss it afterwards. After the above steps, the group can discuss about the importance given to each of the elements in everyday life, between different people, cultures, communities etc.

HINTS:

This model shows clearly that we should not judge another person or his/her community and culture only on what we see on the surface. Yet the idea of a community and of culture is not something stable as an iceberg, but something flowing and continuously changing like water.



2. How to connect youth with the socio-economical context of their/the community ?



EXERCISE: **One object many stories**

TIME NEEDED: 2-3 hours

MATERIALS NEEDED: Phones with camera or a simple camera, a laptop

PREPARATION NEEDED: No preparation but a wide space or office with a large table would be desirable, also the mentor should be familiarized with the neighborhood being explored.

OBJECTIVE: Explore and learn our community identity and neighborhood.

DESCRIPTION/INSTRUCTIONS:

The mentor discusses for about 20 minutes with the group what they know of the specific neighborhood the activity takes place. Is there a community? Is there a specific identity to this neighborhood? Is it artsy or historic?

After the mentor asks the group to go explore for about 40-45 minutes the area and bring back one to three items that reminded them of something or that seems interesting to them.

He/she also advises them to take pictures of things, buildings, or people. . When the group returns, they all put the items they brought back on the table and show the pictures they took on a computer and create a sort of a hybrid exhibition.

Each person presents the items and photos he/she brought back and explains their thoughts around them. Why did they choose that specific object? Does it link to something they know about the community or the neighborhood? In this way all group members learn both about the community, the neighborhood, and the other person.

After everyone presents their objects and photos the mentor asks the group to comment on the object of someone else. What does it mean to them? How do they link it to this neighborhood? It is really interesting to see the different point of views the group has and how they can be inspired by the same thing in a different way.

When the object-based storytelling is concluded the mentor can talk about more about the community and the neighborhood the activity takes place in and give a bit more feedback on the history of the place.

HINTS:

If possible, the mentor can send beforehand each participant a fact about the community and the neighborhood the group is going to explore and ask them to find objects based on the fact they have been given.



One of the challenge during the training is to keep the cohesion of the group. Cohesion is the key to keep the mentees involved in the project of their walking tour.



EXERCISE: **Ball game and time challenge**

TIME NEEDED: 20-30 minutes depending on number of participants

MATERIALS NEEDED: Flipchart and markers for the activity leader. Several balls (different sizes).

PREPARATION NEEDED: No preparation but an outdoor space would be desirable.



OBJECTIVE: In addition to the purely playful dimension, which is also useful for team building, the activity stimulates problem-solving skills and requires the participants to develop and implement strategies to optimize time, work together and achieve a shared goal.

DESCRIPTION/INSTRUCTIONS:

Before starting the activity, the activity leader writes, on the flipchart "Challenge by choice" and explains to the participants that there is no obligation to take part in the challenge and that everyone has the right to decide whether to challenge themselves or not.

Participants are asked to pass around a ball saying their own name and a characteristic of themselves as quickly as possible. As the ball goes in circles the group is encouraged to speed up passing the ball while the activity leader records the times and continues to encourage the group to go faster.

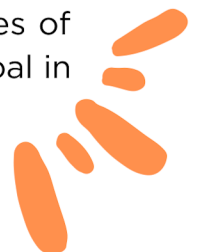
At the end, the activity leader gives the group 15 minutes to get organized and to find a solution that enables them to achieve results in the shortest possible time.

The mentor evaluates the exercise briefly by asking for a range of impressions about what has been learnt, and how it can be used in the everyday youth-work contexts that the participants are involved in.

The exercise helps build trust and cooperation between the team and makes the group think how they can work towards a common goal.

HINTS:

The trainer can stimulate the participants by telling them anecdotes of previous groups of people, even larger, which have achieved the goal in a very short time.



2.1.3.3. Evaluation



Ending the mentoring process on a positive note is very important, regardless of the results obtained or if the mentees were able to create a viable Walking Tour. We recommend having a session or two to reflect on the progress made and to highlight the new skills that were learnt. These last sessions should also be the occasion to give and receive feedback and to evaluate the whole process. If the group succeeded in creating a viable walking tour time should also be taken to discuss the next steps - the possible commercialization of the walking tour. Mentors should be prepared to orient the mentees towards instances that can further help the youth in this process.

Concluding and evaluation of the session with the tool "Wrap up". The objectives are to look back at the expectations, to show the evolution or/and to value the achievement for the next group.

1. How can this be evaluated?

- Emotional state / state of mind of the mentees

How? With a personal weather connected with their emotional state.

Example: "My weather is sun because I feel happy about this training, and I grew up. This is positive".

How? With a language picture: The mentor lays a few pictures on the floor and the mentees will choose the picture that is the most representative to their state of mind.



- The achievement of their collective or individual goals/challenges
How? The mentor can organize a jury who will listen to the mentee about what he/she did during the session. That can help to receive feedback and to make the point.

- The program / the methodology

- The mentor / the relation with the mentor and within the group

- The acquisition of skills and knowledges

How? With the tool "KISS": Four boxes on a sheet "KeeP", "Improve", "Start", "Stop". The mentees give feedback on what they want about the session (the relation with the mentor, what they have learned...) and write comments linked with the four boxes : "What should the mentor keep, improve, start and stop?".



Chapter 3 : Gender equality in community mentoring

3.1. Diversity and gender in the group

When talking about gender, it is first necessary to understand what the term defines. When talking about gender we do not mean the person's innate physical characteristics (sex as in male/female dichotomy) but the acquired social characteristics.



The social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context/ time-specific and changeable.

The United Nations Gender

Furthermore, gender determines what is expected, allowed and valued in a woman or a man in a certain context. In most societies there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities.

3.1.1. Gender stereotypes

Stereotypes are habits of judgment not confirmed by evidence, that each society provides to its members through the family, social environment, school or media.

They are constructed from a popular idea or image that one has of a group, based on an oversimplification of character traits and which becomes a belief. Gender stereotypes are the basis of prejudices (judgments). It means that the beliefs we have are not based on scientific facts.

These prejudices reinforce inequalities and discriminations (behavior). These stereotypes are inculcated in us through sayings, songs, toys, proverbs, tales, advertising, media, religion, education, the legal framework, work, etc. It is important to identify and deconstruct them, and then to start from them by transforming them in a positive way in order to build equality between people.



3.1.2. Gender influence on group dynamics

Adopting a gender approach expresses the will to make equality between women and men concrete.

- Women and men have different and specific needs;
- Many women still represent a discriminated and disadvantaged category compared to men;
- Almost everywhere in the world, women have fewer rights of control over resources (financial, natural, human...).

Complementarity does not mean equality

Complementarity is often evoked to refuse the principle of equality. Complementarity, which confirms a subordinate role for women, does not find egalitarian relations.

Equality does not mean similarity

To be equal in rights does not mean to be similar, nor to do the same thing, nor to reverse the roles... but to do it by choice. It means that everyone's actions must be recognized.

Gender Equity

Gender equity means that different treatments, aimed at restoring balance, are given to women or men in order to compensate for the historical and social imbalance that prevents them from participating actively and equally in the development of their society.

Gender is another important factor to consider when trying to form the ideal mentor team.

In all-male teams, there is generally a higher level of competitiveness and focus on the task, whilst there is very little sharing of concerns and focus on personal issues. In contrast, all-women teams show much more interpersonal cooperation, support and compatibility, and also show much greater concern for the emotional welfare of the other team members.

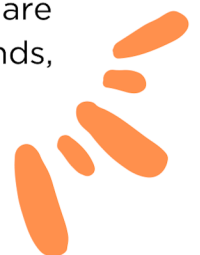
In general, mixed-gender teams seemed to benefit from the presence of women, with teams reporting a more calm, clean and inoffensive atmosphere in comparison to all-male teams.



EXERCISE: Increasing equity and inclusion in society starts with individual reflection leading to action.

It's important for the mentor to reflect on their identity and how he/she understands gender roles so that possible prejudices don't influence the way mentees are treated. Some possible questions to ask oneself:

- What have I learned about being a woman/man?
- What do I expect from others about being a woman/man?
- If I am a woman, what are some small steps I could take in my own life to question any gender roles that may have limited me in the past?
- If I am a man, what are some small steps I could take in my own life (e.g. personal and professional interactions) to more evenly share my power and privilege with women (can include friends, colleagues, family members or intimate partners)?





EXERCISE: Act like a man/ Act like a woman

TIME NEEDED: 45- 60 min

DESCRIPTION/INSTRUCTIONS:

This activity is designed to help mentees understand gender roles and expectations that are learned in our society. This is a useful introductory activity on gender roles as related to how it influences our behaviour.

OBJECTIVES: To understand and analyze gender role stereotyping and origins, to challenge and minimize and/or eliminate stereotypical perceptions and actions towards the "other" gender.

1. Divide mentees into small groups. Groups can be gender same or mixed groups.
2. Give each group a large paper/paperboard divided into two columns. On the top of the left column either write "Act Like A Man" or "Act Like A Woman". Ask the mentees to make a list of what it means to act like a man or woman in this column.
3. On the right column, ask them to write down what people might "say" or "do" if someone does not act like a man or woman as defined in the middle column. This portion of the activity can generate a lively and graphic use of words and discussion. Remind mentees to be respectful. Some instructors may want to set ground rules around language use.
4. Hang up the lists for mentees to view and contemplate. Ask each group to make a few comments about their lists.
5. Assist mentees with analyzing these lists. Possible questions for discussion include: • How and where do we learn our perception of male and female roles? • Do these roles and descriptions limit or enhance us in life choices? • Have you or someone you know ever acted differently from how your gender is "supposed" to act? • Does being a male or female influence one's behaviour in a group, if yes how? • What other conclusions/statements do you have about this topic?



3.2. Gender in the group

Entrepreneurship has an important role in creating innovation, opportunities, new jobs, occupation, and development. In recent years, according to the World Bank data, women's interest in entrepreneurship has grown; women are interested in creating new jobs for themselves and others, but also to improve women's conditions and to provide different solutions and stimulate innovation. Even though entrepreneurship is not a gender-neutral phenomenon, the entrepreneurial activity is embedded by socially constructed systems and widely shared beliefs about the characteristics typically associated with women and men and the behaviours and roles deemed appropriate for members of each gender. Nonetheless, women's tourism entrepreneurship has been identified as key elements to reach the UN SDGs "gender equality" and "decent growth and economic growth".

Women represent a huge workforce in tourism and a great source of innovation. Across the world women are seen as culture keepers and transmitters, since they tend to spread traditions and stories through their "role" of cooks, weavers, growers, and homemakers. Women evolve these roles and apply their knowledge to the tourism sector and design possibilities, ways to story tell a place and provide a new perspective.

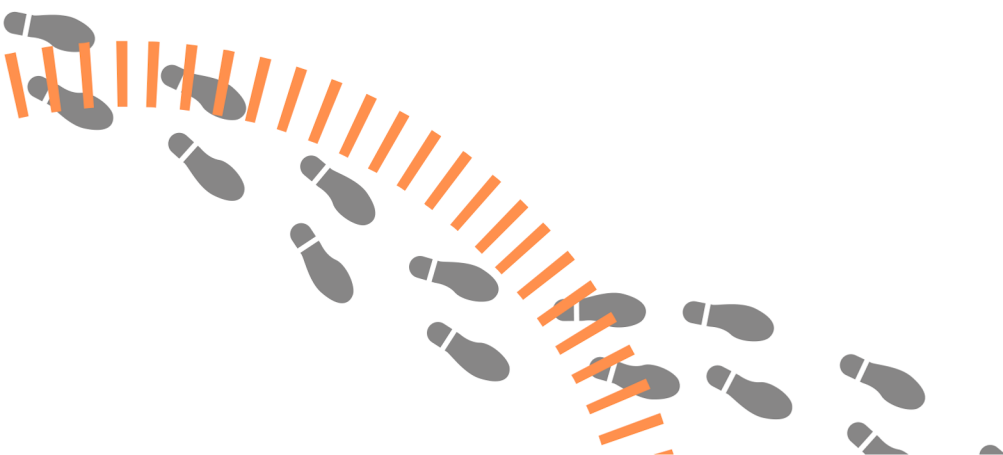
Furthermore, female entrepreneurs differ from their male counterparts from a practical level, women have another vision of the world and can think of different solutions suitable for their clients needs. Women's innovation is showed by their tours specifically designed for other women, this because they know what a woman wants, for example she wants to feel safe or wants a tour designed on her interest and explore with a focus (food, wine, culture, hiking, jewellery crafts, etc.), or simply wants a tourist experience adjustable for her mom life.

To understand women's entrepreneurship, it is important to highlight which abilities they have and that make women's enterprises different. The main skills are the following:

- Adaptability: being able to adapt to the needs and changes across the time are essential for a successful company. Women improve their adaptability skill during all their life, since they cover many roles and duties, they have to be able to fit in many situations;
- Ability to built relationships: women are good storytellers and this helps when building bonds with other people, whether they are clients, partners or employees, women are great at creating relationships;

- Empathy: women have an innate sense of empathy that helps them to understand how the other feels so they can act properly according to what the other needs at that moment.

There' a variety of tours organized by women like "Walking Women" a tourism enterprise that organises walks around the world for women; "Koru Enterprises" a New Zealand organisation that creates personalised tours to live the culture, food and crafts of the native area of the country, but there are also companies that help women to organise their tours by themselves by giving them the necessary information of a place and providing tips. Promoting women as entrepreneurs does not benefit only them, but also the community in which they live; empowering women entrepreneurship is an effective way to create change and development in rural areas, in fact in this way we show a different women role and foster young girls to follow this career or just be part of a change.



ANNEXES

MENTOR'S LOG DIARY TEMPLATE QUESTIONS

Name

Date

Theme(s) of the session (for ex. BMC , videography, storytelling...)

Participants left this session with a greater understanding of...

My overall feeling about this session

The top three things that went well in today's session are...

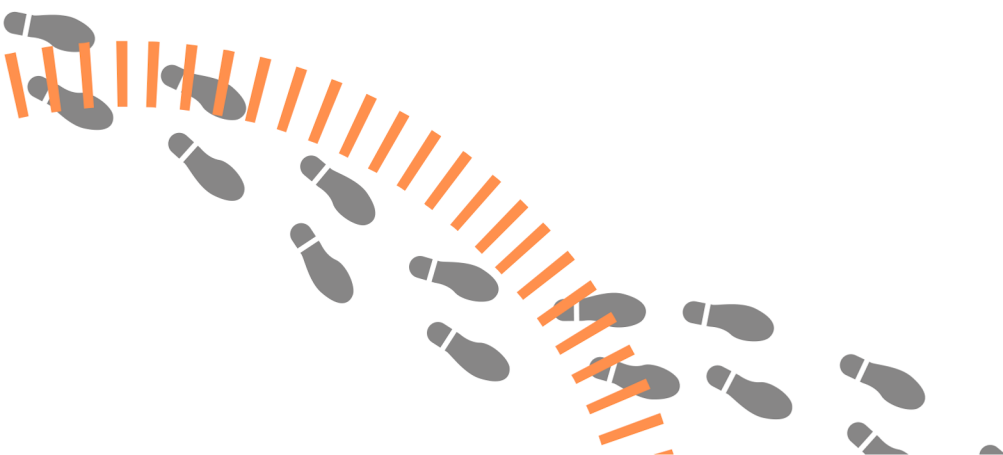
Three things I want to improve about this session are...

To make this session better I need...

I feel prepared for the next session (yes or no, if no why not)

I am pleased with how today's session went: YES/NO

Any other comment or remarks



ANNEXES

LOG DIARY TEMPLATE QUESTIONS FOR YOUTH

Name

Date

The purpose of today's session was to ...

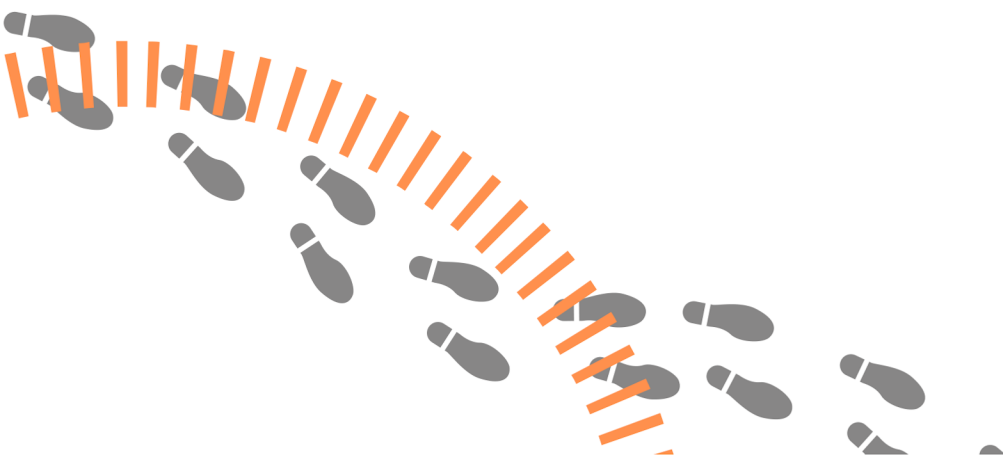
In today's session I learned...

The best part of today's session was...

If I could improve today's session I would recommend...

I am still confused or would like more information about...

For the next session I hope to...



RESOURCES

Go Responsible! Unlocking the potential of youth entrepreneurship through responsible tourism - guide for mentors, D'Antilles et D'Ailleurs, Solidarity Tracks, BAAT, 2019.

<https://goresponsible.org/wp-content/uploads/2021/10/Go-responsible-Guide-FR-with-Layout.pdf>

Les essentiels du genre 01 - Approche genre - Concept et enjeux actuels, Le Monde selon les femmes, Bruxelles, 2019

Mentoroinnin Työkirja, Minna-Rosa Kannianen, Jaana Nylund, Päivi Kupias. Helsingin Yliopisto (Université de Helsinki), 2017

https://studies.helsinki.fi/sites/default/files/inline-files/Mentoroinnin-tyokirja_A4_0.pdf

Practical Guide to Community Mentoring - innovative quality mentoring for social inclusion, Kilcooley Women's Centre, Asociatia Consultantilor In Dezvoltare Comunitara, Inspectoratul Scolar Judetean Teleorman, OZZIPS, Social Life Volunteers

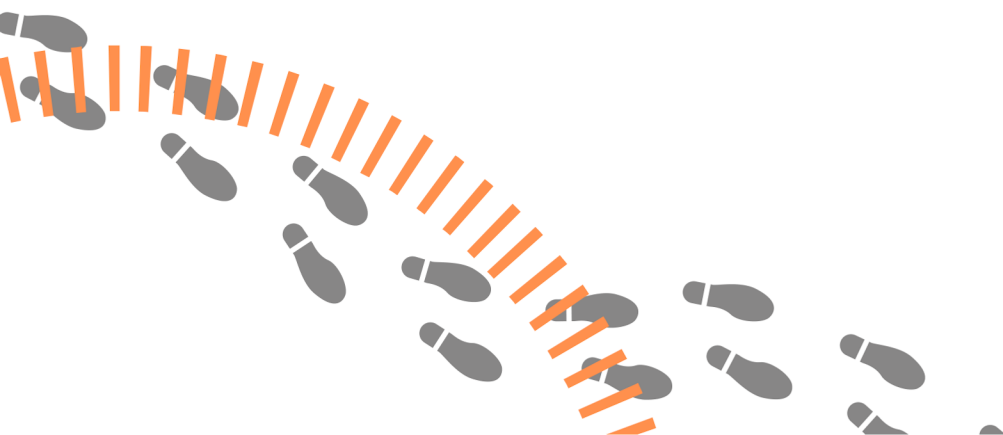
https://www.kilcooleywomenscentre.co.uk/media/uploads/cm4si_community_mentoring_-_good_training__practice_guide_-_final.pdf

<https://www.igwg.org/wp-content/uploads/2017/05/ActLikeAMan.pdf>

UN Women

<https://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm>

Unesco, Cadre de mise en oeuvre de la stratégie de l'UNESCO en matière de généralisation de l'analyse selon le genre pour 2002-2007, p. 17



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