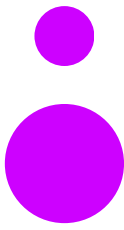




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DIGI YOUTH 2.0

MENTORSHIP PROGRAMME

MENTORSHIP PROGRAMME FOR THE DEVELOPMENT OF YOUTH WORKER'S DIGITAL COMPETENCES

OBJECTIVES:

- To develop the digital competences of youth workers.
- To provide a structured and supportive learning environment for youth workers to acquire new digital skills.
- To enhance the ability of youth workers to use digital tools and technologies effectively in their work with young people.

DURATION:

6 months (If the mentors are getting financial compensation)

3 months (If mentors are volunteers)

PROGRAMME STRUCTURE:

1. Internal assessment and preparation:

- Before recruiting mentors, it is important to have a clear understanding of the role they will play in the programme. Define the responsibilities, expectations, and time commitment required for mentors.
- Create a profile that outlines the ideal mentor candidate. Consider the skills, experience, and personal qualities that would make a good mentor for the programme.

2. Application and selection:

- Interested youth workers will be invited to apply for the mentorship programme. Potential mentors should be reached out through various channels, such as social media, email, or simply in person. Applications of potential mentees and resumes of potential mentors will be reviewed in order to ensure they meet the criteria.
- Applicants will be assessed based on their experience, skills, and motivation to develop their digital competences. Conduct online or in-person interviews to assess their fit for the program.
- The number of participants depends on capacity of the organisation. It is recommended to have a maximum of 15 participants.

3. Mentor-Mentee Matching:

Each participant (mentee) will be matched with a mentor who has expertise in the digital field and can provide guidance and support throughout the programme. This could also happen through online matching where mentors and potential mentees have their profiles on an online platform (e.g. can be just secured Google Drive). In this way, they will have time to check the profiles (even have online calls) and then submit form where they indicate with whom they would like to pair (1st, 2nd, and 3rd preference). Then the organisers will check the responses and make final pairs on basis of preference matching (e.g. those who indicated each other as a first preference are matched in the first place).

In case we have a few mentors, they will have the option to have more than one mentee. Uniting mentees, making them help and support each other, and making them engaged in solving issues not only for themselves but for others as well can be beneficial for all involved mentees.

4. Induction and orientation:

At the beginning of the programme, all participants will attend an induction and orientation session, which will cover the following:

Joint session for all mentors/mentees

- *Overview of the mentorship programme and its objectives.*
- *Introduction to the mentorship process and expectations.*

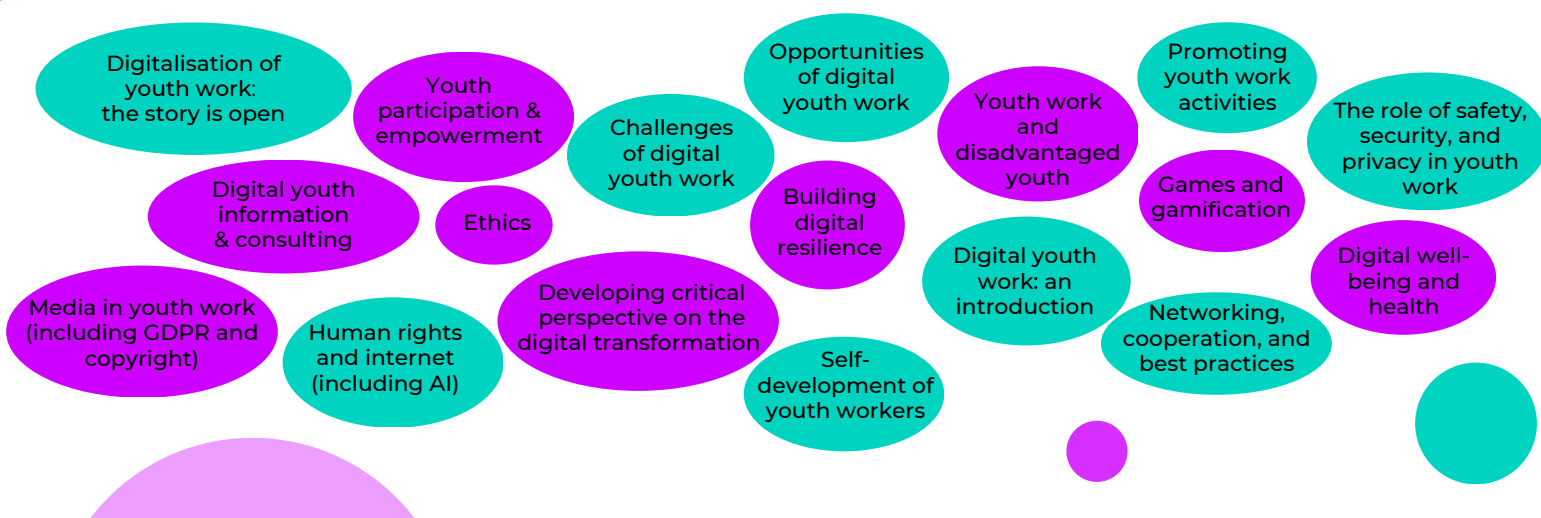
One-on-one session

- *Identification of individual learning needs and goals.*
- *Agreement on the frequency and mode of communication between the mentor and mentee.*
- *Review of the programme schedule and milestones.*

5. Learning sessions:

The programme will consist of a series of learning sessions designed to provide participants with new digital skills, knowledge, and abilities.

The learning sessions should typically cover the following topics:



6. Mentoring sessions:

Participants will have regular one-on-one sessions or group mentoring sessions (depending on how many mentees each mentor has), where they will discuss their progress, challenges, and learning needs. Mentors will provide feedback and guidance to help participants develop their digital competences and apply them in their work with young people.

7. Assignments:

Participants will get regular assignments from their mentors which they would work on individually or in groups. These assignments would cover all topics of the programme and typically include research or production of media materials.

8. Peer learning:

Participants will have opportunities to share their learning and experiences with each other, through in-person activities such as team-building events, workshops, etc., which will be organised by the organisation that hosts the mentorship programme, or through online forums and peer learning sessions.

9. Project work:

Participants will undertake a digital youth work project as part of the programme, which will enable them to apply their learning in a practical setting. The project will be designed to meet the needs of young people they work with and address a specific digital challenge. For example:

- Creating inclusive digital events for my community
- Transforming my knowledge in the field of youth work to the digital environment (which would be focused on their strengths)
- Promoting my digital youth work for a broader audience
- Using media in youth work to make it more inclusive, interactive, and appealing

10. Final review and evaluation:

At the end of the programme, participants will attend a final review and evaluation session with their mentors to reflect on their learning, achievements, and challenges. They will also receive feedback on their digital projects and recommendations for further development. The mentors will also evaluate their own learning outcomes, they will review the goals that were set for the mentorship programme and assess whether they were achieved or not. This will help them identify areas of strength and areas that need improvement. Also, they will reflect on their personal experiences during the mentorship programme and evaluate their effectiveness in providing guidance and support to their mentees.



EXPECTED OUTCOMES:

Through this mentorship programme, participants will develop the Skills, Knowledge, and Attitudes & Values which are mentioned below:

Skills

- Analytical & Critical thinking skills
- Skills of listening & observing
- Empathy
- Cooperation skills
- Flexibility & Adaptability
- Problem-solving, Risk/conflict prevention, and Management
- Communication skills

Knowledge

- Self-development and self-assessment
- Digital content creation
- Information and data literacy, Management
- Media and information literacy, Media making, Storytelling
- Learning to learn, Peer-to-peer approach
- Learning from others

Attitudes & Values

- Civic-mindedness
- Freedom of speech and its limits, Hate-speech
- Openness to different cultures, ideas, views & practices
- Respect

