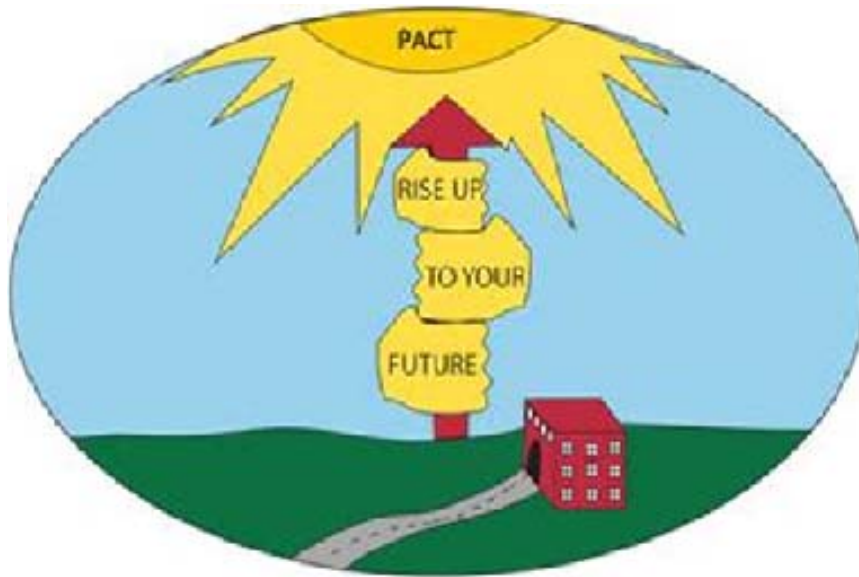


Mentoring Urban Talent in The Netherlands



A School-Based Mentoring Program in Rotterdam

Dr. Lonneke A.L. de Meijer &

Prof.dr. Sabine E. Severiens

Erasmus University Rotterdam

The Netherlands

Erasmus+ Project: Partnership Achieving Communities Tackling Early School Leaving

**Mentoring Urban Talent in The Netherlands:
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Lonneke de Meijer & Sabine Severiens

Erasmus University Rotterdam, July 2020

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Authors: Lonneke de Meijer & Sabine Severiens

July 2020

Erasmus University Rotterdam
Department of Psychology, Education & Child Studies
P.O.Box 1738
3000 DR Rotterdam, The Netherlands

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Drawing on cover by Charlotte Boussevain (2018), pupil of Marnix Gymnasium Rotterdam



INTRODUCTION

The mentoring program Mentoring Urban Talent was designed, developed, and implemented in the school year 2018-2019. Mentoring Urban Talent is a school-based (i.e., taking place at school) peer-to-peer mentoring program (i.e., individually based mentoring by a student mentor as a role model) aimed at mentoring talented secondary school pupils. The program was developed in cooperation with the *Stichting Studentmentoren Rotterdam* [Foundation Student Mentors Rotterdam], and in close collaboration with secondary school Marnix Gymnasium in Rotterdam, and the municipality Rotterdam. The secondary school pupils in this project were mentored by students that are enrolled at Erasmus University Rotterdam.

A large proportion of the pupils in Rotterdam, especially those living on the South bank of the city, come from low social-economic status (SES) environments and are of migrant background. Many of the children face specific challenges when it comes to strengthening their school career. As a result, these children are less likely to enroll in tertiary education. The aim of Mentoring Urban Talent is improving learning skills and school work, and providing social support and school career guidance. Also, student mentors as a role model can provide information on tertiary education and they can open up their social networks to the pupils. These endeavors intend to strengthen social and cultural capital of these secondary school pupils, especially from low SES backgrounds.

This report discusses the implementation of the Mentoring Urban Talent program in one third-year classroom of pupils enrolled in pre-university secondary education in Rotterdam, The Netherlands. The design and development of the Mentoring Urban Talent program was, as part of the PACTesl -program (i.e., Partnership Achieving Communities Tackling Early School Leaving), funded by the Erasmus+ program (project number 017-1-NO01-KA201-034200).

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1. Early school leaving in The Netherlands

1.1 Downgrading into lower academic tracks

The Mentoring Urban Talent program was initiated to prevent the downgrading of students into a lower level of education. In the Netherlands, a relatively small number of students drop out of school (i.e., 0.4% ^[1] in secondary education), due to the obligation to obtain what is called a starting qualification. Hence, the vast majority of students leaves school with this starting qualification, which gives the opportunity – via meaningful work – to be self-sufficient in life. Although early school leaving numbers are positive in The Netherlands, the Dutch educational system, like many others in Europe, faces challenges when it comes to helping students reach their full potential and minimizing inequality between social groups. In the Netherlands, one of the challenges is minimizing downgrading of students into lower academic tracks.

Most children in the Netherlands start school at the age of four. Education is compulsory for all children between the ages of 5 and 16. If, however, the student has not obtained a starting qualification by the age of 16, education remains compulsory until the age of 23 (or until the student has obtained a starting qualification).

Children receive seven to eight years of primary education. Subsequently they receive 4 to 6 years of secondary education, depending on the academic track they follow. Students and parents are free to choose a specific school, but the academic track is determined by the advice of the primary school.

There are three main academic tracks in secondary education. Pre-vocational secondary education (vmbo) prepares students for senior vocational education and training. Senior general secondary education (havo) gives students access to universities of applied sciences. Pre-university education (vwo) gives access to research universities. Within the three main tracks there are many subtracks and subject clusters, including gymnasium, which offers ancient Greek language and culture and Latin on top of the vwo curriculum. See Figure 1 for a schematic representation of the Dutch school system.

After completion of their secondary education, students continue studying until they have achieved a starting qualification (i.e., a diploma for havo, vwo, or vocational training level 2 ^[1]). When students have obtained this starting qualification, they may choose to continue studying (college or university), or enter the workforce.

The majority of students stay in the secondary school track they are selected into. There is, however, a possibility to change tracks. Students who do extremely well can be upgraded to a higher track, whereas students who perform poorly usually downgrade to a lower track.

Downgrading occurs on all educational levels, and throughout all years of secondary education, including the highest level (vwo and gymnasium). Downgraded students are students who are expected to have the capabilities necessary for certain levels of education (based on a thorough advice from primary education), but do not complete school on this

level. This is seen as a loss of talent and is considered an important problem that needs addressing [2].

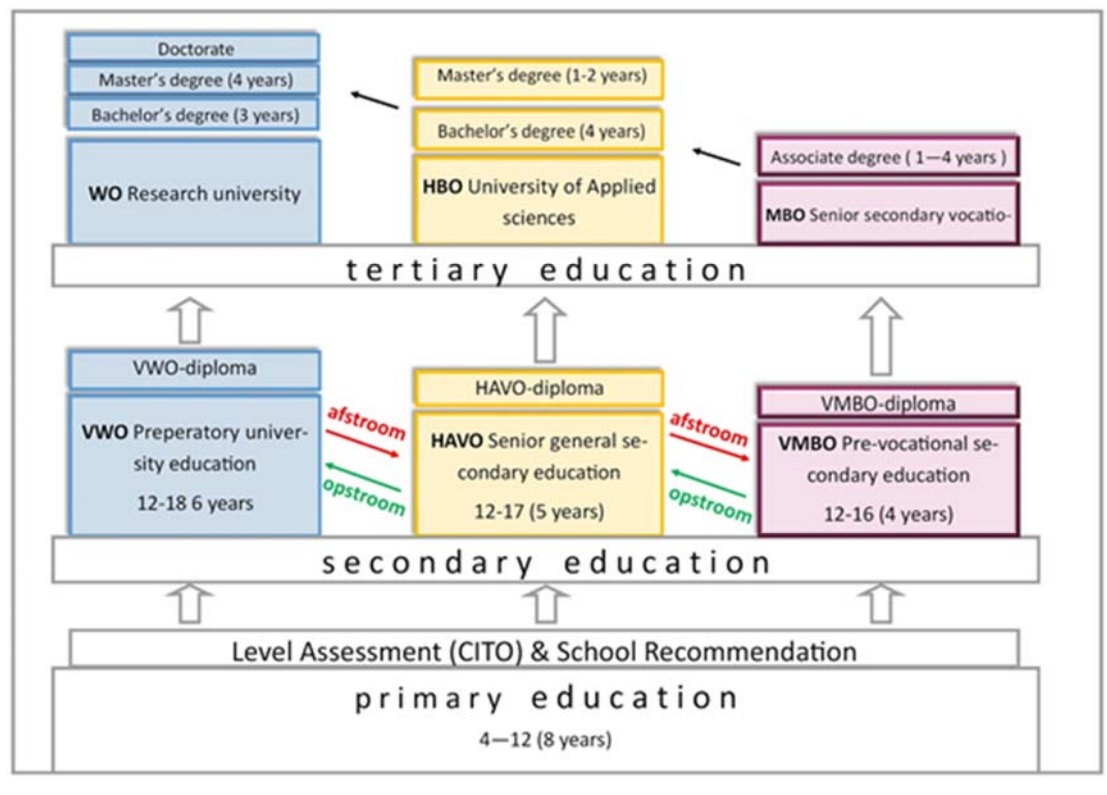


Figure 1. Schematic Overview of the Dutch School System

Note. 'afstroom' means downgrading to a lower academic track, 'opstroom' means upgrading to higher academic track.

1.2 Rotterdam youth and social capital

Although the drop-out rates in the Netherlands are relatively low, these rates are 2.5 times higher for students with a migration background. Fortunately, this is also the group in which the rates are dropping most rapidly [1], yet still existing. In Rotterdam, the percentage of drop-outs is higher than in the rest of the country and also higher than in the other three largest cities in The Netherlands (i.e., Amsterdam, The Hague, Utrecht) [3].

The teachers' secondary school level advice, at the end of primary education, is on average lower in Rotterdam, than in Amsterdam and in the rest of The Netherlands. Teachers recommend general secondary education (havo or vwo) for 29% of the students in Rotterdam. This is 11% less than in the other three largest cities in the Netherlands. This percentage is lower for migrant students and even more so for migrant students from non-Western countries. Additionally in Rotterdam, students more often downgrade to a lower

academic track, especially in the South side of the city, most likely due to socio-economic challenges in this part of the city ^[3].

The city of Rotterdam is what is called a *superdiverse* city ^[4]. The old majority, i.e., the native Dutch, no longer is the majority. In fact, no majority groups exist any longer. Moreover, diversity within ethnic groups in the city is characterized by complex combinations of cultural background, residential status, and educational level. This superdiverse context, poses challenges for children and families. Especially when certain groups of children grow up in less advantaged circumstances (e.g., low SES backgrounds) than other groups of children. Although many of the children from a low SES background have a supportive home environment when it comes to strengthening their school career, this support often goes hand in hand with high expectations and a lack of instrumental help ^[5]. As a result, these children are more likely to be downgraded into a lower academic track and are less likely to enroll in tertiary education.

According to Bourdieu's capital theory, people from low SES backgrounds are more likely to have less social and cultural capital, because of lower educational levels and lower-level jobs ^[6]. Bourdieu, therefore, calls for a change in society. Groups with less social and cultural capital should be able to strengthen their position. Education and its emancipative obligation plays an important role in Bourdieu's proposed change. That is to say, education should strengthen the position of those children who have less access to social and cultural capital, as a result of growing up in less advantaged environments ^[6, 7].

El Hadioui ^[8] supplements Bourdieu's capital theory by identifying three different cultures in which children live, i.e., street culture, school culture, and home culture. More specifically, El Hadioui describes what he calls a 'pedagogical mismatch'. This is a problematic situation in which the three pedagogical worlds of students (school, street, and home culture) are not aligned. This misalignment is the result of differences in socialization students undergo in these three worlds. Unspoken rules and expectations regarding behavior are more common in the school culture, where disagreements are solved by means of discussions and cooperation, and equality is seen as an important value. In the street culture, for instance, disagreements are more likely to be solved by means of quarrels and fights. Saving face and assessing one's dominance and independence are very important aspects of the street culture. When the school culture and the street culture meet, differences come to light and this may cause problems for students who are mainly socialized by the street culture ^[8]. According to El Hadioui, the 'pedagogical mismatch' may cause confusion and even deviant behavior. Therefore, El Hadioui argues that schools should be aware of the street and the home culture that children bring into the school. The overrepresentation of students with a migration background in the downgrading statistics may also be due to problems these students face in adapting to the school culture.

The level of education of parents proves to be a strong predictor for downgrading. Downgrading occurs more often among students of parents with a relatively low level of education (mbo level 2, or lower) ^[9]. Rotterdam has on average a less highly educated population than in the rest of The Netherlands. Also, the percentage of highly educated people is much higher in the other three major cities in the Netherlands (i.e., Amsterdam, The Hague, Utrecht), than in Rotterdam. Additionally, there are more single parent homes in Rotterdam than in the rest of the country, and there is more poverty than anywhere else in

the country, including Amsterdam ^[3]. Thus, children of low-educated parents may lack the appropriate social capital, i.e., capital that is in line with the school culture. Such capital could give children access to networks of people who can support them and help them. It also means that they may be unfamiliar with the unwritten codes regarding language and behavior. Children who lack such social capital are, therefore, more likely to be in a disadvantaged position ^[10].

2. Mentoring: Theoretical background and scientific evidence

For several years, mentoring has been used as a means to provide a source of social capital by assisting youth in developing social and cognitive skills ^[11]. Additionally, this type of intervention may offer opportunities to hone skills that pupils need to prevent them from downgrading ^[12].

2.1 Theoretical background

According to Dubois and colleagues, a mentoring relationship between a mentor and mentee can strengthen the development of mentees in three areas, i.e., social-emotional, cognitive, and identity ^[13]. Firstly, regarding the social-emotional development of youth, a mentor can teach how to recognize and label emotions and how to deal with emotions in an appropriate way. This may help students to cope with difficult situations and to help them relate to others. Youths who have had bad experiences with adults in the past may in turn discover that it is possible to form positive relationships with adults ^[11].

Secondly, by spending time with a mentor as role-model, mentees may develop their cognitive skills by means of coming into contact with different ways of thinking and problem solving. A mentor may also have different norms and values. By discussing problem-solving, differences in norms and values in the safe context of a mentoring program, mentees can learn new skills and ways of thinking that they can apply when working with other students. In this way, participating in formal mentoring programs can contribute to academic growth ^[13].

Finally, the identity of adolescents is in full development throughout secondary school. Mentors can guide young mentees by means of giving advice and guiding them in making important decisions. Mentors can offer insight into possible directions in which life can develop. This way, youth may develop positive images of possible selves. Possible selves are images of what a person may be like in the future. These possible selves can influence the behavior of young people because they may strive towards attaining a particular possible self ^[15]. Furthermore, mentors can introduce them to new activities and resources, thereby adding to their social capital ^[10].

In sum, mentoring programs focus on strengthening social-emotional, cognitive, and identity development of youth ^[13]. Student growth in these areas may contribute to students' school career and prevent them from downgrading.

2.2 Scientific research

In the last two decades, two major meta-analyses have been conducted investigating the effects of youth mentoring and to determine which factors contribute most to the effects of mentoring. Both meta-analyses conclude that effect sizes are significant but small, indicating that the effects of mentoring are most likely due to a complex combination of factors.

One of the meta-analyses by DuBois and colleagues, conducted in 2002 ^[14], investigated overall effects of individually based mentoring on youth and reported effect sizes varying from $d = .14$ to $d = .23$ (i.e., small effect of mentoring ^[16]). In this study, 55 independent samples of studies between 1970 and 1998 were examined. In the second and comparable meta-analysis DuBois and colleagues, conducted in 2011 ^[13], 73 independent samples of studies between 1999 and 2010 were included. The average effect size of this meta-analysis was Hedges $g = .21$ (+ .05), which is also a relatively small effect size. DuBois and colleagues concluded that mentoring has a small but positive effect on a wide range of outcomes, such as in behavioral, social, emotional, and academic domains of youth development. Additionally, they mention mentoring as a flexible approach - e.g., adult mentors and older peers show comparable levels of effectiveness - and as an approach with a broad applicability - e.g., with both promotion as well as prevention aims.

The 2002 meta-analysis based parts of its research on a best practices list which was derived from literature research ^[14]. These best practices were clustered from the researchers of the 55 samples. One goal of the 2002 study was to validate this list of best practices, by analyzing their moderation effects. The elements of a mentoring program that affected the outcomes and effectivity of the program, were marked as moderators. A majority of enlisted best practices appeared to be indeed significant moderators. Similarly, factors within mentoring programs which were identified as moderators were reported in the 2011 meta-analysis ^[13]. The program practices which were mentioned in both studies as significant moderators and which are relevant to the Mentoring Urban Talent program, because they are either incorporated into the program or are related to the nature of the program, are as follows:

- Mentor-related moderators:

The moderators that are mentioned here are related to mentor characteristics. First of all, the background of the mentor is important for various reasons. Programs that select mentors with a background in social work show higher effect sizes ^[14]. Especially, the fit between the professional background of mentors and program goals makes mentoring more effective ^[13]. Furthermore, matching based on mutual interests between mentor and mentee seem to be important ^[13]. On the other hand, neither gender nor ethnicity appear to be effective matching criteria. And, unsurprisingly but importantly, a high quality relationship between mentor and mentee leads to better results ^[14].

- Mentee-related moderators:

Other significant moderators found in the 2002 and 2011 studies are related to mentees. First of all, boys seem to profit slightly more from mentoring programs than girls ^[13]. Furthermore and especially interesting considering the Rotterdam situation, mentoring seems to be more effective for mentees coming from lower SES backgrounds ^[14].

- Program-related moderators:

A big portion of the significant moderators concerns the way mentoring programs are carried out. Firstly, programs in which constant refinement and strengthening takes place

show higher effect sizes than programs without this monitoring ^[14]. Also, programs in which the mentors receive constant training and guidance are more effective. Furthermore, the content of guidance and training seems important, because programs containing structured activities for mentors and mentees are more effective. Secondly, programs which have a predetermined number of contact hours for mentors and mentees show larger effect sizes. Finally, other aspects such as the location and target population of mentoring programs also appear to be significant moderators. The location of the mentoring appears to be a significant moderator. Programs organized in workplaces yield higher effect sizes compared to those organized in schools. Programs that target at-risk youth (e.g., environmental risk factors and/or individual risk factors) are more effective than programs that serve all students.

The aforementioned moderators do not singlehandedly affect the outcome of mentoring. Only programs which combine these features into a broad multifaceted mentoring program are effective on their outcome measures ^[14]. This implies that, especially given the small overall effect sizes, mentoring should be conducted in a rigorous manner to yield maximum effectiveness.

It should be noted that Wood and Mayo-Wilson also conducted a meta-analysis on mentoring, but more specifically, on school-based mentoring projects for children and adolescents ^[17]. They incorporated in their meta-analysis, six studies between 1980 and 2011. Although their meta-analysis was quite a bit smaller than the meta-analyses of DuBois and colleagues ^[13, 14], they found that random effect sizes were all smaller than Hedges $g = .10$. As such, the researchers came to the conclusion that they found no or little evidence for the effectiveness of mentoring on any of the outcome categories. The average age of the children in the studies, however, was 11, thus quite young, and most children were female. We know from previous research that girls profit less from mentoring than boys ^[13, 14]. The Mentoring Urban Talent program serves older children (14 and 15 years old) who have a clearer view on the school career decisions that are important and need to be made. Furthermore, the Mentoring Urban Talent program is specifically aimed at helping the children with these decisions. Finally, since the Mentoring Urban Talent program was designed taking into consideration various program moderators identified by Dubois et al. ^[13, 14], we expect that the Mentoring Urban Talent program will result in positive effects that are in line with the results from the meta-analyses of Dubois and colleagues.

2.3 School-based peer-to-peer mentoring

School-based peer-to-peer mentoring is a type of mentoring that is being implemented more and more frequently. The mentoring takes place within the school premises and during school hours ^[11]. Furthermore, mentees are placed in dyads with a mentor, creating a maximum amount of individual support. The Mentoring Urban Talent program is a school-based peer-to-peer mentoring program that aims to prevent downgrading of students in the highest academic track of secondary education in an urban area in The Netherlands. The mentoring takes place in the school of the mentees (pupils). And each mentee (pupil) is

matched to an individual mentor (university student). School-based mentoring has certain advantages, but also faces specific challenges.

- Advantages of school-based mentoring:

School-based mentoring provides insights to mentors into the everyday reality of the school environment of the mentee. The mentors can build their support and feedback on these insights. Mentoring can contribute to pupils' development in several ways. Mentors can act as a tutor and help pupils with their schoolwork or homework. Besides this, pupils can discuss with their mentors social and academic challenges that they encounter. Apart from gains in knowledge or attitude, successful school-based peer-to-peer mentoring can positively influence the way in which students perceive school through interaction with mentors as role-models ^[11].

Organizing and structuring mentoring in schools is cheap and simple compared to mentoring programs in other contexts ^[18]. The school context offers a readymade structure and facilities for supervision of the mentoring activities. Because of the readymade structure, less time is involved, and therefore it is easier to find volunteers for this type of mentoring ^[11].

Another advantage comes from the teachers who are available to provide information on pupils' functioning and performance. Moreover, they can identify pupils who are at risk and would possibly benefit from mentoring, but would not apply for mentoring themselves ^[11, 18]. It should be noted that when mentoring is implemented in an entire classroom, pupils who are initially reluctant to participate, will automatically be included in the program. This will prevent pupils from both feeling stigmatized as well as feeling singled out of mentoring.

- Challenges of school-based mentoring:

The academic calendar puts restrictions on the time that is available for mentoring ^[11]. The school year contains several time leaps of which holidays and exam periods are examples. Additionally, the summer vacation marks the end of a school year and, in most cases, also the end of a mentoring program. This forced stop may hinder the progress that still can or needs to be made. Another challenge for school-based mentoring programs is that during the regular school periods mentoring is often confined to the limits of the weekly timetable. These weekly timetables often imply that mentoring will take place during one school period (in The Netherlands, that is oftentimes 50 minutes). These time constraints pose a risk to the formation and preservation of a fruitful mentor-mentee relationship. A final challenge that can be discerned is that school-based mentoring is confined to the physical environment of the school. This may limit the options of activities mentors and mentees can undertake ^[11].

3. Putting theory into practice: The Mentoring Urban Talent program

3.1 Peer-to-peer mentoring: Students as mentors

Matching secondary school pupils of the pre-academic track to university students is a characteristic of the Mentoring Urban Talent program. The university students as mentors follow a well-structured program in which the pupils as mentees set their own goals. The use of students as mentors in mentoring has several advantages. Firstly, the student-mentors are slightly older than the pupils. On the one hand, they can show their adulthood and have natural authority in interacting with their mentees. On the other hand, they are still familiar with the life stage their mentees are in, which makes them more able to bear in mind their mentees' situation. Furthermore, the student-mentors are adults, but do not have a role as teacher or parent. Therefore, student-mentors are – although being adults – on a more equal footing with these children, compared to parents or teachers. Pupils who interact with adults who are not their parents or educators, have the possibility to practice interactions with adults without (large) power distances. This practice could support the development of skills that, in turn, helps them in their daily interactions with other adults such as their teachers or their parents ^[11].

3.2 Designing a structured program

The Mentoring Urban Talent program was designed to incorporate some of the previously discussed best practices of mentoring described by Dubois and colleagues ^[13, 14] (see also Appendix A for the Mentoring Urban Talent manual).

- Duration and content of the program:

Within one school year, the Mentoring Urban Talent program consists of one cohort of pupils participating in 16 weeks of mentoring. The mentoring program is divided in several phases according to Crul ^[18], namely the training phase for mentors, the introduction phase, the intensive guidance phase, the in-depth phase, and the closing of the mentoring relationship. During the first phase, the training of the mentors, the mentors are prepared for their role as mentor. Training is mostly focused on how to create a trusting relationship and how to communicate with the mentee. During the introduction phase, the focus is on getting acquainted and setting the goals for the mentoring. During the third phase, the intense guidance phase, the mentee and the mentor work on the goals that were set. Oftentimes, the focus in this phase is on study skills. By the time of the in-depth phase, a trusting relationship has developed between mentor and mentee. During this phase the guidance may be in the form of socio-emotional support. At the end, there is time for a formal and active closing of the mentoring program. Mentors and mentees get the chance to evaluate the mentoring and to make plans for the future.

- Selection of pupils (mentees):

The target population of the mentoring program consists of secondary school pupils of the pre-academic track in urban areas. These pupils are seen as a talented group of pupils, but with a higher chance of growing up in a disadvantaged environment. More specifically, the program is aimed at 3rd-year pupils (14-15 years old), prior to choosing a specific subject cluster to specialize in during preparation for their final examination. Choosing a subject cluster is both difficult for pupils as well as important for their future (school) career, as it may impact the choice of tertiary education (i.e., certain studies in higher education request an examination in specific subject clusters). Mentors can help pupils with identifying their ambitions and with finding out which subject cluster is most suitable. Finally, as being selected to receive extra help can be a sensitive topic for youth ^[11], we decided to only offer mentoring to entire classes, instead of selecting – to our view – youth at-risk.

- Contact moments:

Meetings lasted one school period (i.e., 50 minutes) per meeting. Mentoring takes place during predetermined moments which are not part of the regular timetables. Fifteen minutes prior to the meetings, mentors meet up with a program supervisor and shortly discuss their plans for the meeting.

- Structured activities:

An important component of the Mentoring Urban Talent program is that the pupils' needs are central. The mentoring can be focused for instance on strengthening learning skills, on school career guidance, or on socio-emotional support, depending on mentees' needs. At the start of the mentoring program, the mentor receives mentor manual and a toolkit with structured activities. The mentor may choose activities from the toolkit or he or she can think of a suitable activity him- or herself. During each of the mentoring phases mentioned before ^[18], various applicable activities are in the toolkit. Also, during the project, the program supervisor may provide the mentors with suggestions for activities. Among other things, these are conversation starters, activities promoting acquaintance, and ways to talk about subject related school matters.

- Training for mentors:

The quality of a mentor-mentee relationship strongly influences the effectivity of mentoring ^[13, 18]. Mentors who participated in the Mentoring Urban Talent program are trained in conversational skills, which will help to establish a good relationship with the pupils. The training takes place prior to the actual mentoring, in a three-hour session at the university.

- Guiding and supervising mentors:

Ongoing training, support, and supervision is also important in program effectiveness ^[13, 14]. A program supervisor is present for help and support during all meetings between mentors and mentees. Fifteen minutes prior to each meeting, the supervisor meets up with the entire group of mentors to discuss goals and plans for the upcoming meeting. Additionally, after each mentoring meeting, intervision in small groups of mentors together with the supervisor takes place. This intervision provides opportunities for mentors to discuss perceived challenges and difficulties. Each mentor participates in intervision every four weeks and needs to bring a certain case to be discussed for everyone to learn from.

- Matching of mentors and mentees:

Before the start of the mentoring program, pupils and student-mentors fill out a form stating their strengths, weaknesses, and interests. On the basis of these forms, student-mentors will be individually matched to pupils. A good mentor-mentee match is likely to result in a strong relationship ^[13]. We decided to match on the basis of personality and interests to create a feeling of deep-level similarity, instead of matching on more superficial demographics such as gender and cultural background. Research shows that matching on gender or ethnicity does not necessarily result in a strong relationship ^[14]. Results are more positive, when a match occurs on the basis of personality and interests ^[14].

- Initial implementation of mentoring program:

The initial implementation of the Mentoring Urban Talent program was at a pre-academic secondary school in the super-diverse city of Rotterdam, which also offers ancient Greek language and culture and Latin to all pupils (gymnasium). Furthermore, the specific cohort that was selected for the initial implementation were 3rd-year pupils, prior to choosing a specific subject cluster to specialize in during preparation for their final examination. Finally, in order to minimize possible effects of stigmatization or exclusion, only an entire classroom was invited to participate.

4. Learning from practice and improving the program

The Mentoring Urban Talent program has been evaluated by means of questionnaires and by means of monitoring the program by the supervisor. Several improvements of the program have been suggested based on these evaluations. First, the results from the questionnaire data and the monitoring are discussed. After that, the intended improvements are described, that fall into three categories: mentor guidance, program improvements, and incentives.

4.1 Results from questionnaire data and monitoring

Questionnaire data:

We investigated a group of 31 3rd-year pupils that were mentored from September 2018 until March 2019 (M (age) = 14.40, SD = 0.39; 42% female; 84% native Dutch). We compared this group with a group of 29 3rd-year pupils that did not receive mentoring (M (age) = 14.54, SD = 0.47; 55% female; 72% native Dutch).

We measured pupils' self-efficacy and study motivation (Pintrich, 1990), and sense of school belonging (Goodenow, 1993) prior to the mentoring (T1), at the end of the program (T2), and at the end of the school year (T3). We also mapped academic outcomes and downgrading rates, at the end of the school year.

To investigate the effect of mentoring on the outcomes, i.e., self-efficacy, study motivation, sense of school belonging, and study outcomes, we analyzed our data by means of *Repeated Measures*-analyses and Independent Sample *t*-tests.

In general, we did not find significant effects of mentoring on any of the outcome variables, i.e., self-efficacy ($F(2, 100) = 0.54, ns$), intrinsic motivation ($F(2, 100) = 0.27, ns$) and extrinsic motivation ($F(2, 100) = 1.70, ns$), sense of school belonging ($F(2, 100) = 0.33, ns$), and academic outcomes (t (GPA) = 0.56, ns ; t (final math) = -0.11, ns ; t (final Dutch lang.) = 0.26, ns). Moreover, in our sample, none of the pupils downgraded to a lower academic track at the end of the school year.

Additionally, we investigated whether pupils' migration background influenced the effect of mentoring. Again, we did not find significant effects, i.e., self-efficacy ($F(2, 96) = 1.00, ns$), intrinsic motivation ($F(2, 96) = 2.72, ns$) and extrinsic motivation ($F(2, 96) = 0.15, ns$), sense of school belonging ($F(2, 196) = 0.83, ns$), and academic outcomes ($F_{GPA}(2, 56) = 0.13, ns$; $F_{final\ math}(2, 56) = 0.06, ns$; $F_{final\ Dutch\ lang.}(2, 56) = 0.10, ns$).

We know from previous research^[13, 14, 17] that effect sizes of mentoring are generally small. Therefore, we explored potential trends in our data. These trends are visualized in Figures 1 and 2.

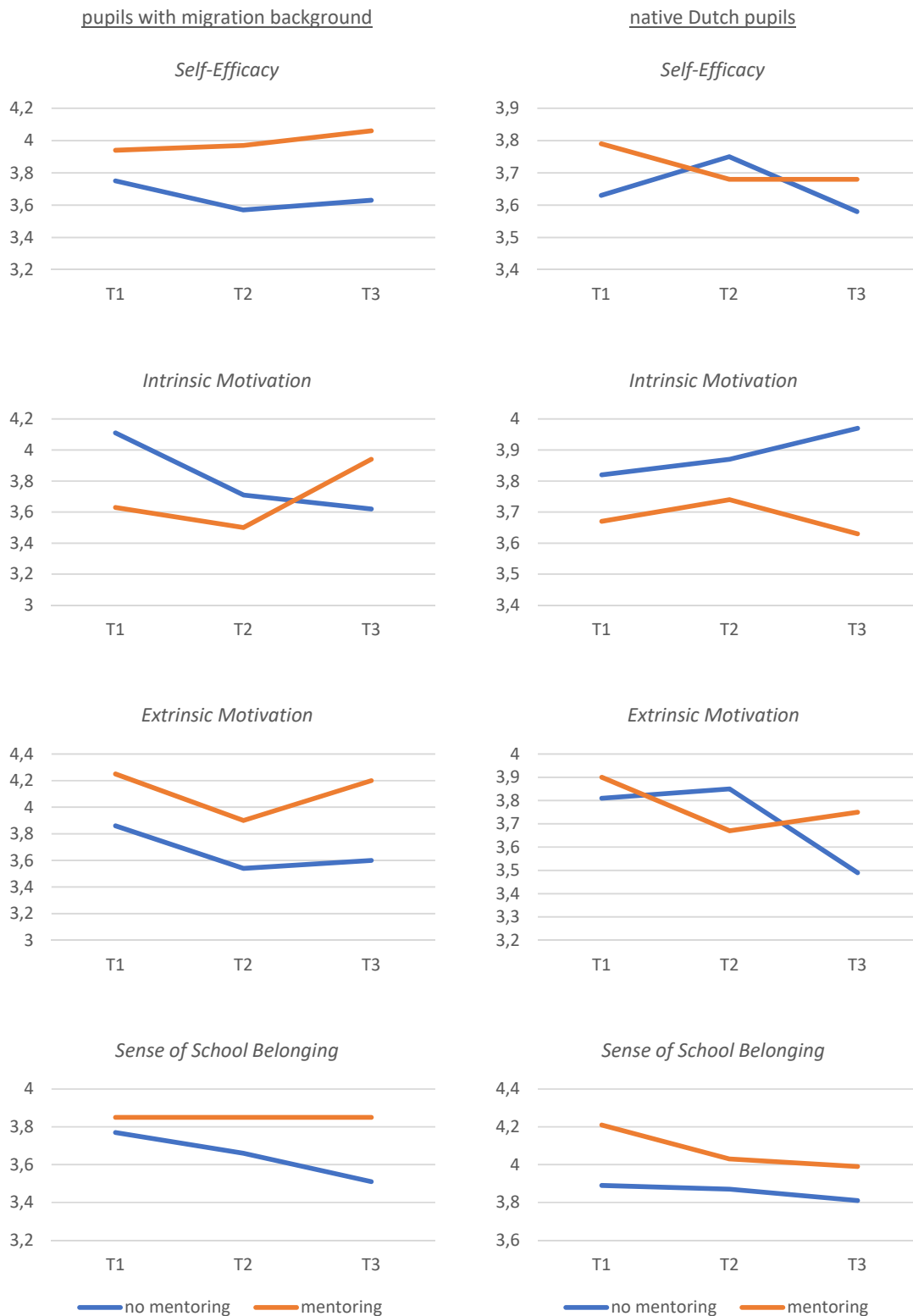


Figure 1. Trends in effects of mentoring between groups on psychological measures

In Figure 1, the trends in self-efficacy, intrinsic and extrinsic motivation, and sense of school belonging are shown. We should bare in mind that the differences that may be perceived in this figure are not significant differences. Yet, what is striking is that the scores seem to decrease in the first half of the school year. This trend is most obvious for the native Dutch group of pupils which received mentoring. In the second semester, this decrease seems to flatten or recover. All in all, a slightly more positive trend may be discerned for the group of pupils with a migration background that received mentoring. They seem to benefit a bit more than the native Dutch group that received mentoring as well as the group that did not receive mentoring. Future research should invest in experimental designs with lager groups of pupils, to be able to investigate the effects of mentoring with more power.

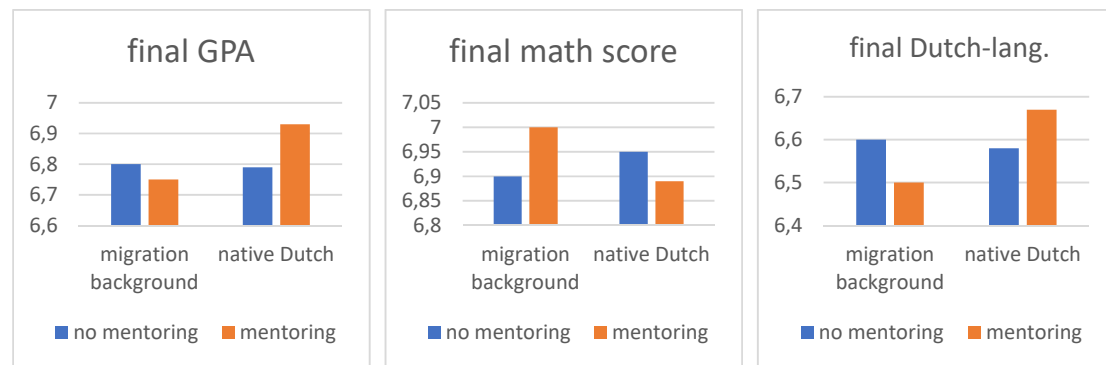


Figure 2. Trends in effects of mentoring between groups on academic outcomes

In Figure 2, the trends in final grade point average (GPA), final math score, and final Dutch-language score are shown. Again, we should bare in mind that the differences that may be perceived in this figure are not significant differences. Also, we could not find specific trends in the scores. An explanation may be that in the present study, we clustered all pupils that received mentoring. We did not differentiate between what actually happened during the mentoring. Future research should invest in taking a closer look at what is done during the mentoring. For instance, some mentor-mentee couples worked on math homework. It is plausible that for these mentees, math scores increased. Other mentor-mentee couples did not spend time on homework, but rather discussed school career issues. The mentoring these pupils received did not necessarily impact math scores. However, the mentees were supported in the sense that they were able to make a grounded decision regarding subject cluster.

In sum, although we did not find significant differences on any of the outcomes between the group that received mentoring and the group that did not, we did manage to discern some interesting trends in scores. Based on these trends, it looks as if the group of pupils with a migration background that received mentoring seems to benefit most from the mentoring. However, we would like to stress that more research in this field is necessary, especially with (quasi-) experimental designs, with larger groups of pupils, and differentiating between foci of the mentoring (such as, working on homework, school career guidance, socio-emotional support).

Monitoring:

While monitoring the program by the supervisor, it became clear that most mentor-mentee couples – after some initial hesitation – were able to develop a starting trusting relationship. Especially up to the intensive guidance phase ^[18], mentors and mentees managed to get acquainted and mentors managed to help their mentees with schoolwork and study skills.

At the start of the in-depth phase ^[18], however, quite a few mentor-mentee couples experienced difficulties. In this phase, as Crul (2003) reports, there is a trusting mentor-mentee relationship, the mentor acts as confidant, and socio-emotional support is given to the mentee if needed. In our study, however, some of our couples did not manage to actively form this profound trusting relationship. They needed help from the supervisor to create more depth in the mentoring. Which appeared to be a difficult endeavor, because some of our pupils reported not needing the help of a mentor. They seemed hesitant to share personal information with the mentor. And the mentors reported their mentees not needing their help. One mentor mentioned the following:

“My mentee doesn’t need any help. She does not seem to have any problems.”

Taking these qualitative results into account, it seemed that the mentoring in this study was perhaps too much focused on potential at-risk youth. Therefore, we advise some changes to our program. Firstly, in the training of the mentors, the mentors should learn to make use in the mentoring of their own experiences, instead of being focused on difficulties in study skills or problems in the home environment of the mentee. Secondly, we advise to invest more time in the preparation of the mentees, to manage their expectations. It should, for instance, be clear to the mentees that mentoring is shaped around personal goals that they want to work on during the mentoring. We will discuss the suggestions for improvements in more detail, below.

4.2 Improvements regarding mentor guidance and ongoing training

Suggestions were made regarding the training of the mentors at the start of the program. The training needs to better prepare for, and have reasonable expectations of the target population and their needs and or problems. Some of the mentors expected to work with troubled youth, while the target population – partly because of selecting entire classrooms - was less at-risk than expected.

Also, it appeared that the expectations of the mentees needed to be managed, so that all pupils know the goals of the project. Additionally, suggestions were made to teach the pupils more actively how to set personal goals at the start of the project. This could for instance take place in a class meeting prior to the start of the mentoring program.

Ongoing supervision for mentors has been mentioned earlier as one of the significant moderators in mentoring programs ^[13]. Regarding the ongoing supervision in our program, it was reported that mentors did not feel fully equipped to address the needs of their mentees. Improvements that have been suggested are the provision of more skills, tools, and suggestions to mentors during training, such as didactical skills, to cater to different

learning goals of mentees. Additionally, we noticed that mentors did not always know which materials were available for them to use. Future training and supervision, therefore, needs to teach mentors how to make use of the provided material.

The program supervisor mentioned that mentors not always prepare for the next meeting, or at least that this could be done more profoundly for a large number of mentors. Suggestions were made to better prepare mentors for upcoming meetings by means of a planning document. The supervisor will need to provide feedback on the plans before the meeting takes place.

4.3 Improvements regarding the program

One suggestion regarding program improvement was made. Ideally, the mentoring meetings should be embedded within the regular school schedules. Unfortunately, however, due to timetable constraints, this is most often not possible. Most likely, meetings are held after regular school hours, when mentees rather go home or are tired after a long school day. This should be a point of attention for future implementations.

4.4 Improvements regarding incentives for mentors

Finally, there were some thoughts about appropriate rewarding of the mentors. Mentors were offered a fee of €200,- for participating in the project. There was no penalty, financial or otherwise, for not attending a meeting. Expectations concerning attendance was expressed more subtle and implicit during the recruitment interviews. Because, in our study, some mentors – for several reasons – did not manage to attend as much as we would have liked, other, non-financial rewards as stimulators to commit to the program have been considered. Instead of a fee, extra-curricular credits could be offered in combination with a certificate. These can for instance be mentioned on mentors' resumes. Extra-curricular credits require minimal attendance requirements and could therefore function as a way to keep up the mentors' attendance.

Conclusion

This report discusses the implementation of the Mentoring Urban Talent program in one third-year classroom of pupils enrolled in pre-university secondary education in Rotterdam, The Netherlands. Mentoring Urban Talent is a school-based (i.e., taking place at school) peer-to-peer mentoring program (i.e., individually based mentoring by a student mentor as a role model) for talented secondary school pupils. The aim of the program was to improve learning skills and school work, and to provide social support and school career guidance.

Both quantitative and qualitative data were gathered to investigate the potential effects of the program on student outcomes, such as perceptions of study motivation, self-efficacy, and school belonging, and academic outcomes. Firstly, the quantitative results showed that although we did not find significant differences on any of the outcomes between the group that received mentoring and the group that did not, we did manage to discern some interesting trends in scores. Based on these trends, it looks as if the group of pupils with a migration background that received mentoring benefit most. Secondly, the qualitative data revealed that student mentors seemed to find it difficult to develop a profound trusting relationship, which is necessary in the final stages of the mentoring. Also, it appeared that expectation management regarding the goals and the procedures of the program is essential for mentors as well as mentees.

Future research in this field should invest in (quasi-) experimental designs, with larger groups of pupils. Additionally, qualitative interviews may provide more insights in the foci of the mentoring for different mentor-mentee couples (such as, working on homework, school career guidance, socio-emotional support) and experiences of both mentors and mentees in this regard. Finally, because in this study, the group of pupils with a migration background seemed to have benefit most from the mentoring, we advise that mentoring (including the mentor training) should be tailored to the specific target groups.

Acknowledgement

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Appendix A. Mentoring Urban Talent Manual

**Mentoring Urban Talent
2018-2019**

Mentor Manual

Winnie Roseval

Translated version

July 2018

*Parts of the content of this manual
are based on the program 'Mentoren op Zuid' [Mentors on South]
of the Hogeschool Rotterdam.*



Preface

This is the manual of the program Mentoring Urban Talent. You, as a mentor, will take part in this program, that is developed by Erasmus University Rotterdam, Marnix Gymnasium, and Rotterdam municipality.

During the 16-week mentoring trajectory, you will be matched to a student from Marnix Gymnasium. The goals of the mentoring are, for Marnix-students, to clarify interests and strengthen talent.

In the academic year 2018-2019 we will pilot the Mentoring Urban Talent program. We will examine whether this program can support talented students in secondary education. To be able to examine the effects, we will collect data prior, during and after the program.

In this manual, you can find all necessary information for the upcoming mentoring meetings with your student. Please take a close look before your training session, next week!

1. GENERAL INFORMATION

1.1 Description Program

The program Mentoring Urban Talent takes 16 weeks. After a short introduction (i.e., training in week 1), you are going to work as a mentor. At Marnix Gymnasium you will supervise a student during school hours. After the mentoring meeting, you will reflect together with a program supervisor (supervision) or your fellow-mentors (intervision) on the session and you will ask yourself what you have accomplished with your student. As a mentor, you will take part in the initial training, three intervision sessions and a training in week 10 of the program.

The mentoring program is based on the four phases of student-mentoring as described by Maurice Crul (2003). After the training in week 1 of the program, the introduction phase starts in week 2. This first phase lasts about three weeks, during which the mentor and the mentee are getting to know each other, and they discuss what they want to work on during the mentoring. In week 5 of the mentoring, the mentor hands in an action plan, that describes the goals of the mentoring and how to work on these goals. After the action plan is formulated, the intensive guidance phase starts. During this second phase, the action plan is executed, the mentor and mentee bond, and the mentor strengthens the mentoring skills. Some mentor-mentee couples manage to deepen their relationship, which is called the in-depth phase. This in-depth phase (around week 11 of the program) can only come about if the mentor is able to provide socio-emotional guidance to the mentee and act as confidant. Otherwise, the mentoring will stay in the guidance phase, also in the later stages of the mentoring. In week 15 and 16 of the program, the fourth phase, the mentoring relationship will be formally closed. The mentor will mention the ending of the program, there will be some final activities, and a closing ceremony with mentors and mentees.

1.2 Intended Goals

- *The mentee strengthens his/her self-efficacy;
- *The mentee explores his/her (school) career choices;
- *The mentee makes a grounded choice in subject cluster;
- *The mentee knows about personal talents;
- *The mentee acquires (improved) study skills;
- *The mentee improves academic outcomes;
- *The mentee has been given socio-emotional support (if necessary);
- *The mentee improves sense of school belonging.

2. MENTORING

2.1 Introduction

At the start of the first mentoring meeting both mentor and mentee may be anxious. As a student mentor, you should therefore realize that an initial acquaintance is important before building a trusting relationship. Only when a trusting relationship is created, you will get to the core of the questions of the mentee.

Important when building a trusting relationship between mentor and mentee:

- *The student mentor and pupil each know their personal strengths and weaknesses and talk to each other about this.*
- *There are clear mutual expectations.*
- *The student mentor gives constructive feedback.*
- *The student mentor links the pupil to a relevant social network in society.*
- *The student mentor and the pupil undertake informal activities together.*
- *The student mentor is aware of his/her role as a role model and therefore behaves in a way that is exemplary for the pupil.*
- *The student mentor shows his/her vulnerabilities to the pupil.*

2.2 Phases in mentoring process

In the mentoring relationship, four phases (Crul, 2003) or six methodic steps (Metz, 2013) can be distinguished:

1. **Getting acquainted; the introduction phase (1)**

In this step, the mentor and mentee start building the relationship of trust. The introduction phase lasts at least two meetings. It is possible that the pupil arrives at this meeting with schoolwork (s)he wants help with, while you have prepared something else. In this case, start with the pupil's question because it may help the pupil feeling less anxious at the start of the mentoring. By doing so, you also show that the pupil has a say and that you listen to their needs. However, also try to go beyond schoolwork. For instance, learn more about the pupil by asking questions, tell something about yourself, etc. There is a toolkit available, in which you can find inspiration for possible activities that focus on getting to know each other [*Note: a toolkit is available upon request; toolkit is in Dutch*]. See section 3.2 for more information about the first meeting.

2. **Checking needs; the introduction phase (2)**

Investigating and determining what the pupil wants to work on with the student mentor during the mentoring, takes at least one or two weeks. During this time, try to

find what is called ‘the question behind the question’. For instance, working on homework could help the pupil with school, but is also a somewhat superficial objective for mentoring. In this case, you could ask yourself the question: “What is the real question?” Is it, for example, that English course that is difficult, or is it more about reading skills or planning? Or is it not being able to concentrate at all, because other things such as the home environment of the pupil needs attention? It is important in this stage that you talk to your pupil, ask questions, have a dialogue. During the training in the first week of the program, you will receive information about what ‘having a dialogue’ means and how to do it.

3. **Determining the goal; *the intensive guidance phase (1)***

In this step, you will determine the specific goals that the pupil will want to work on together with you. By now you have become acquainted, so you can talk about your expectations, how you will work together, and what you want to work on. Make sure you determine those goals for the mentoring that the pupil support; preferably goals that have been formulated by the pupil him- or herself. The more it is the pupil’s personal goal, the more motivated the (s)he will be.

In this phase, there is more and more room for listening and sharing. Furthermore, the trusting relationship is getting tighter. Norms and values are compared, and personal concerns are expressed. Th intensive guidance phase can last up to week ten.

4. **Action plan; *the intensive guidance phase (2)***

Based on personal, social, and/or educational goals that have been formulated, you and the pupil together are setting up an action plan to execute the intended goals.

5. **Executing action plan; *the in-depth phase***

During executing the action plan, you will mostly work on the goals that have been set. For most mentor-mentee couples, the bond between them is getting closer. Both you and the pupil will share personal information. Especially the pupil will start to open up more and more, perceiving you as confidant.

You may notice, in this in-depth phase, that you have to adjust goals or parts of the action plan, because it appears that, unexpectedly, certain things have more priority. This phase is sometimes also called the acceptance phase or the phase of change. All in all, needs will gradually be met, and goals achieved. Make sure you check how things are going, every few weeks. Ask yourself and the pupil: “What is going well?, but also: “To what extent are we actually working on the intended goals?, How far are we? Should goals be adjusted?” Stay alert and aware during this phase.

6. **Closing of mentoring; *closing phase***

In this phase, the program will be rounded off. Closing a mentoring relationship is as important as building it. Therefore, we will take at least two weeks for final activities

and a formal closing of the mentoring. It is important that you prepare the pupil ahead of the approaching end of the program. Do not promise things that you cannot deliver (for example, we will keep in touch, I am going to call you, etc.). You will be supported to close the mentoring and keep no open ends.

2.3 Motivation

An entire class of Marnix Gymnasium will be selected to take part in the mentoring program. So, the commitment to the program and motivation to take part between students may differ. Some pupils may be excited about the program, while others may be less committed. You as a mentor can have a lot of influence. An important aspect of motivating the pupil is the *individual 1-on-1 guidance* that you offer.

Another important aspect of motivating the pupil is the *perceived relevance* of the mentoring by the pupil. For instance, a game from time to time is fun. But if you play a game every week, the pupil won't see the benefit of the mentoring. Therefore, make sure the pupil views the meetings as relevant and that the activities fit the intended goals, and/or the pupil wants to work on.

Motivation for the program can be stimulated by means of:

- *Trusting and counting on someone.* If the pupil trusts you, (s)he is willing to invest in the mentoring. The pupil will then want to attend especially for you and will do his / her best. However, building a trusting relationship takes time. You stimulate building a good-quality relationship by:
 - Being open about yourself;
 - Keeping appointments;
 - Being there when needed;
 - Showing interest.
- *Satisfaction.* If the pupil is satisfied about the mentoring, (s)he will stay motivated to come to meetings. You can ensure satisfaction by:
 - Listening to the pupil;
 - Give the pupil space;
 - Show the pupil that (s)he has a say in what is done during the mentoring. In that way, the pupil is also made responsible for the mentoring process.

3. MENTORING PROGRAM

3.1 Mentoring schedule 2018-2019

Date	Time	Content	Supervisor(s)	Place
September 26	18.30-21.30	(1) Training	2	university
October 1	15.00-16.30	(2) Acquaintance	1 + class-mentor(s)	school
October 2	13.05-14.35	Preparation form week 3		
October 8	15.00-16.30	(3) Acquaintance, mapping context, exploring goals, drawing up action plan Preparation form week 4 <i>Intervision</i>	1	school
October 9	13.05-14.35			
October 15	15.00-16.30	(4) Building trusting relationship, working on goals Preparation form week 5 <i>Intervision</i>	1	school
October 16	13.05-14.35			
October 22-26		FALL VACATION		
October 29	15.00-16.30	(5) Finalizing action plan	1	school
October 30	13.05-14.35	Preparation form week 6 Handing in action plan <i>Intervision</i>		
November 5	15.00-16.30	(6) deepening relationship, executing action plan Preparation form week 8 <i>Intervision</i>	1	school
November 6	13.05-14.35			
November 12-16		TEST WEEK PUPILS <i>no mentoring</i>		
November 19		(7) Visit to University campus	1	university
November 26	15.00-16.30	(8) Deepening relationship, executing action plan Career choice test Preparation form week 9 <i>Intervision</i>	1	school
November 27	13.05-14.35			
December 3	15.00-16.30	(9) Deepening relationship, executing action plan Learning strategies	1	school
December 4	13.05-14.35			

		Preparation form week 10 <i>Intervision</i>		
December 10-11		<i>No mentoring because of altered school schedule of pupils</i>		
December 17 December 18	15.00-16.30 13.05-14.35	(10) Deepening relationship, executing action plan First evaluation Preparation form week 12 <i>Intervision</i>	2	school
Dec. 22 - Jan. 6		WINTER VACATION		
January 7 January 8	15.00-16.30 13.05-14.35	(11) Perpetuating relationship, Executing action plan Training ‘mapping your network’	1	school
January 14-15		<i>No mentoring because of altered school schedule of pupils</i>		
January 21 January 22	15.00-16.30 13.05-14.35	(12) Mapping the social network of pupils Preparation form week 13 <i>Intervision</i>	1	school
January 28-29		TEST WEEK PUPILS <i>no mentoring</i>		
February 4 February 5	15.00-16.30 13.05-14.35	(13) Working on goals, asking question ‘what will the future look like?’ Preparation form week 14 <i>Intervision</i>	1	school
February 11-12		<i>No mentoring because of altered school schedule of pupils</i>		
February 18 February 19	15.00-16.30 13.05-14.35	(14) Working on goals, asking question ‘what will the future look like?’ Preparation form week 15 <i>Intervision</i>	1	school
Febr 22-March 3		EARLY SPRING VACATION		
March 4 March 5	15.00-16.30 13.05-14.35	(15) Closing the mentoring	1	school

March 11	15.00-16.30	(16) Plenary closing ceremony, handing our certificates (proof of participation) Second evaluation	3 + class mentor(s)	school
March 12	13.05-14.35			

3.2 Outline of mentor meetings

This description of the mentor meetings may give direction throughout the mentoring process. For each meeting, an outline is given for what you could do during the meeting. There is also a toolkit available that includes activities that you can perform with your mentee [*Note: a toolkit is available upon request; toolkit is in Dutch*]. Take a good look at this! Make sure you are familiar with the all the material and hat you can use at certain stages. In the end, you as a mentor are of utmost importance in the mentoring relationship and will be the first to know what it needed to achieve the intended goals of the mentoring. The relationship between you as a mentor and your pupil is unique. The potential goals that the pupil may set can therefore be quite diverse. It is up to you as well as your mentee to shape the content to the process. Indeed, the descriptions that are given are intended as a guideline and are not set in stone.

WEEK 1

Training	September 26, 2018 18.30-21.30 Location: university # Supervisor(s): 2
Theme	Introduction, goals, context of program, roles as mentor and supervisor, mapping the context of the pupil, knowledge about the target group (the adolescent brain), conversation techniques, action plan, preparation forms
Description	During this first meeting (training), you will be prepared for the mentoring. We will discuss the mentoring program. Furthermore, as a mentor, you can choose different roles, so to speak (e.g., role model, friend / confidant, tutor, coach etc.). To know which role to choose, you need to get acquainted with you pupil, know which goals (s)he strives for during the mentoring. During this training, you will be given guidelines for this and we will practice conversation techniques. Finally, you will be prepared to draw up of an action plan together with your mentee and you will fill in the preparation form for the introductory meeting with your mentee.
Assignment 1	<p>Mapping context <i>Preparation Meeting (2)</i></p> <p>To be able to mentor, it may be helpful to map yourself: Were you even a mentee or did you ever receive some sort van guidance? When was this? How did it look like? Before mentor meeting (2), ask yourself the following questions:</p> <ul style="list-style-type: none"> - Who is a role model to you? Why? - Who has inspired you? In what way? - Who have given you support? In what way? - What were hindrances in life for you? - Describe a key moment in your life; think about a period in life where you had to make a difficult of life changing decision, or a period in life that meant something to you. - Did you have certain recourse in life that helped you reach your goals?

WEEK 2

Mentoring	[Date] [Time] [Location] [# Supervisor(s) or others needed]
Theme	Meeting and getting acquainted to mentee
Description	During this first mentor meeting (meeting (2)), you will meet the mentee that is assigned to you and you will both get acquainted. You and your mentee are matched based on the matching forms that were filled in by you and the mentee, asking about your hobby's, interests, personality, strengths, and weaknesses. During last week's training, you have thought of activities that you could undertake today. The first introduction is very important, because you will lay the foundation of the rest of the trajectory. In the toolkit you can find activities or methods for this meeting, that you can use.
Assignment 2	Fill in preparation form week 3

WEEK 3

Mentoring	[Date] [Time] [Location] [# Supervisor(s) or others needed]
Theme	Meeting and getting acquainted to mentee, mapping the context of your mentee, exploring goals, drawing up action plan
Description	During this mentor meeting (meeting (3)), you and your mentee will get further acquainted. As a tool, you will map the context of the mentee as you mapped your personal context during the training. You can, for instance, make a mood board together or a personal timeline. Use your own context to help the mentee; use it as an example. In the toolkit you can find further details about the methods for this meeting. Additionally, try to make a start with exploring potential goals that the pupil would want to have accomplished at the end of the trajectory. To get a picture, ask questions when your mentee tells something about his /her personal life. The <i>first group</i> of mentors will have intervision.
Assignment 3	Fill in preparation form week 4
Assignment 4	First draft of action plan Based on what you have learnt about your mentee, you will make a start with the action plan. This action plan will be the guideline for the upcoming mentor meetings. Of course, you can fit the plan to the mentee's needs and of needed the plan must be adjusted.
Suggestion	<u>Preparation</u> Take magazines, flyers, colored paper, stamps, markers, etc. to the meeting or check whether these are available. <u>Opening (5 min.)</u> Always start the meeting with a little social talk: <i>How are you? What did you do this weekend? What did you think of the last meeting? Did you talk about the mentoring with your friends? Etc.</i>

Core (35 min.)

You are going to make a mood board. You can choose to help your mentee with his / her mood board. Or you can each make your own one. If you choose the latter, you also show something of your own personal life, which may help building a trusting relationship. But be aware, during the work, of what your mentee is doing and ask questions about his / her work. In being creative, you create an approachable atmosphere to talk about personal matters with your mentee.

In advance, agree upon what will be in the mood board. For instance, it can be focused on who the mentee is: *the people who know you, must be able to see that this is your mood board*; or focused on how the ideal future must look like according to the mentee: *what does your life look like in 10 / 20 years?* In sum, make sure the assignment is clear and focused.

Rounding off (10 min.)

Evaluate the meeting with your mentee, ask what the mentee would have liked to accomplish or learn at the end of the program, and ask what the mentee would like to do in the next meeting.

WEEK 4

Mentoring	[Date] [Time] [Location] [# Supervisor(s) or others needed]
Theme	Getting further acquainted, drawing up goals and action plan
Description	<p>During this mentor meeting (meeting (4)), you and your mentee are going to get further acquainted. Playing a game may be an excellent way to do this. During a game you can make contact and ask questions casually. For instance, how is homework going? The schoolyear just started, but are there any subjects that are difficult to the mentee? If you plan to play a game, please make sure to bring it with you or check whether it is available.</p> <p>Additionally, discuss with your mentee how the last meeting was, and describe what was most striking to you. You should have made a draft of the action plan. Discuss this draft with your mentee. This way you can check whether you understood things right, and whether the described goals are indeed the intended goals for the mentoring of the mentee. Adjust the action plan if necessary.</p> <p>The <i>second group</i> of mentors will have intervision.</p>

Assignment 5 **Fill in preparation form week 5**

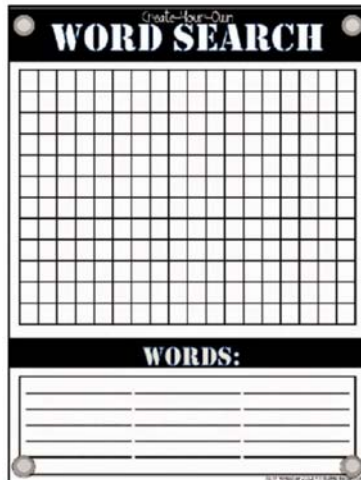
Suggestion Preparation
Take pencils and materials for the word search game (see below) to the meeting or check whether these are available.

Opening (5 min.)

Social talk

Core (40 min.)

You will start the meeting with explaining the word search game (this is a suggestion; you can choose a different game if you prefer). You and the mentee each take a pencil and each a provided format for the word search game. You are each going to make a word searcher for the other person, consisting of words that are associated with own your personal life.



Example of word search game format

For instance, your first name, age, name of your best friend, hobby's, etc.. You write down the word that needs to be searched in the list below and, after that, you fill in the letters in the grid above. The words may be written down horizontally, vertically, and diagonally. You should think of at least 10 words (20 words max.). When you filled in all the words and all the letters, you should fill the grid with random letters, for all the boxes to be filled. When you both finished the word searcher with words about your personal life, you exchange the word searchers and you make the word searcher of the other person. While making the word searcher, make sure you ask the mentee questions about the words that were chosen. If you are unfamiliar with a certain word, for instance a name, ask who this person is, what this person means to the mentee, etc.. After you finished the word search game, you will probably have a clearer picture about the mentee. And the mentee will probably have a clearer picture about you and what you find important in life. All in all, it is a nice an casual way of getting to know each other.

Rounding off (5 min.)

Evaluate the meeting with your mentee. Discuss with your mentee the action plan and ask what the mentee would like for the next meeting and arrange things together if necessary.

WEEK 5

Mentoring	[Date] [Time] [Location] [# Supervisor(s) or others needed]
Theme	Finalize overview of goals, and action plan; building trusting relationship
Description	<p>During this mentor meeting (meeting (5)), you and your mentee are going to draw up the final action plan, based on which the upcoming meeting will be shaped. It should be clear in this action plan, what will become the focus of the mentoring. This doesn't mean that you cannot alter or adjust the plan on the way. This may be necessary at a certain point in time.</p> <p>The intended goals of the mentoring in general, see section 1.2, could help you and the mentee in describing the goals. If you and your mentee can't succeed in finding the goals for the mentoring or writing down the plan, please consult the supervisor.</p>

The *third group* of mentors will have intervision.

Assignment 6 **Fill in preparation form week 6**

Assignment 7 **Finalize action plan**

Hand in the final version of the action plan at the supervisor at the end of the mentor meeting.

Suggestion

We have talked about the action plan during the training in week 1. Now it is time to draw up the final action plan, together with your mentee. This will be the core of this meeting. During the rest of the meeting, you can choose to do an activity outside, such as playing soccer or basketball, or taking a walk. During an activity like this, it may be easier to talk about things casually. Because of the exercise and not having to look each other in the eyes all the time, it is easier to be open and ask questions (Van den Houdt & Siebering, 2009). You may also decide to, first, go for a walk, and, after that, finalize the action plan.

WEEK 6

Mentoring

[Date]
[Time]
[Location]
[# Supervisor(s) or others needed]

Theme

Execution of action plan, further deepening relationship

Description

During this mentor meeting (meeting (6)), you will enter the intensive guidance phase. You have become acquainted. The upcoming meetings you will work according to your action plan and you will deepen your relationship with the mentee. With respect to the latter, you can choose an activity in which you and the mentee must talk about your personal qualities, norms, and values. The ABC-model is a suitable method for doing so.

Additionally, if your mentee needs help with certain schoolwork, you may also make time for this.

The *first group* of mentors will have intervision for the second time.

Assignment 8 **Fill in preparation form week 8**

Suggestion

Preparation

Take two ABC-forms (see below) to the meeting or check whether these are available.

A		N	
B		O	
C		P	
D		Q	
E		R	
F		S	
G		T	
H		U	
I		V	
J		W	
K		X	
L		Y	
M		Z	

Example of ABC form

Opening (5 min.)
Social talk

Core (35 min.)
You should each write down a personal characteristic (strengths), norm, and/or value at each letter in the ABC form. For instance, A = attentive. This way, the mentee will be encouraged to think about personal strengths etc. and positive psychology will be applied in a casual way. In the meantime, you will continue to ask questions about what the mentee has written down. You may also choose to discuss certain similarities or differences between what you both wrote down. Or you may explain some of the things you wrote down about yourself.

Rounding off (10 min.)
Evaluate the meeting with your mentee. Also, ask your mentee what (s)he thinks of the mentoring thus far. Finally, prepare your mentee for the visit to the Erasmus University campus, next week.

WEEK 7

Visit	[Date] [Time] [Location] [# Supervisor(s) or others needed]
Theme	Plenary visit to the Erasmus University campus
Description	<p>Today, the group of mentees will visit the Erasmus University campus. There will be a program available. Teachers from Marnix Gymnasium will guide the mentees from school to the university campus. Someone from the university will welcome the mentees and will tell something about the campus and the university.</p> <p>You as a mentor, have a role too. It is very important that you share your experiences with your mentee. <i>How do you experience studying at the university? Did studying at the university meet your expectations? What helped you or hindered you? What kind of (extra-curricular) activities can you engage in at university?</i> For many pupils, it will be the first time in a university environment. Therefore, it is not only important to talk about general university matters, but also to give the pupil a glimpse of the life of a university student.</p>

WEEK 8

Mentoring	[Date] [Time] [Location] [# Supervisor(s) or others needed]
Theme	Execution of action plan, further deepening relationship
Description	<p>The pupils that are mentored, will have to choose a subject cluster within a few months. Some pupils have a clear view of the future and know exactly which cluster they want to choose. Other pupils may be more uncertain. Perhaps, they don't know yet what they want for the future. Or perhaps they know; they need a certain subject cluster to achieve this, while they do not have the academic outcomes at this point to be able to choose the specific subject(s). During this meeting (mentor meeting (8)), you are going to explore this with your mentee. As a means, you can let the mentee fill in an interest test / career choice test. Also, discuss with your mentee how they experienced last week's visit to the university.</p>

The *second group* of mentors will have intervision for the second time.

Assignment 9 **Fill in preparation form week 9**

Suggestion Preparation
You need know which (online) interest test / career choice test you may use. [Note. Test needs to be made available by program supervisor]

Opening (10 min.)

Social talk. *How are things at school? Do you manage to plan and organize your homework? Do you need any help in this?*

Discuss with your mentee how they experienced last week's visit to the university. Do not settle for just 'nice' as an answer. If necessary, ask additional questions. *Did you find out something you didn't know before? Did you view of university change in any way?*

Core (35 min.)

Invite your mentee to fill in the interest test / career choice test. Generate the (sub)scores in the test. Discuss with your mentee, the (sub)scores on the test. *What is striking? Are there certain outcomes that were expected? Are there certain outcomes that you don't subscribe? Why?* Especially very low or very high scores are interesting to discuss and may be used as input for the next meeting.

Rounding off (5 min.)

Evaluate the meeting with your mentee. Also, ask what the mentee would like for the next meeting and arrange things together if necessary.

WEEK 9

Mentoring [Date]
[Time]
[Location]
[# Supervisor(s) or others needed]

Theme Execution of action plan, further deepening relationship, learning strategies

Description After taking the interest / career choice test last week, you can ask the mentee whether they discussed the outcomes with their parents. While asking this, pay attention to the way the mentee talks about his / her parents. If, according to you, there is a trusting relationship between you and the mentee, you can ask about the relationship with the parents. You may choose to do an activity, e.g., basketball, taking a walk, while asking these questions for reasons that were mentioned before.

Additionally, ask about schoolwork and try to find out about grades, subjects that are of interest or difficult to the mentee. If the mentee mentions certain difficulties – for instance with a specific subject, planning and organizing homework, or not being able to concentrate on studies – you can pay attention to learning strategies in the rest of this meeting.

The *third group* of mentors will have intervision for the second time.

Assignment 10 **Fill in preparation form week 10**

Because there will be held an evaluation about the program, there may be less time left to work on the action plan. Instead, you can use the next meeting to talk about how thing go, and whether the mentee is satisfied about the program, the activities, the mentoring. This may also be a time to, if necessary, adjust the goals and, hence, the action plan. You can do this evaluation any way you like (think, for instance, about a google.form or Kahoot!).

Suggestion Preparation

If you are interested, you can read about the adolescent brain or about school career development of adolescents. [*Note.* Literature needs to be made available by program supervisor]

Opening (10 min.)

Social talk. Ask whether to mentee talked to his / her parents about the previous meeting. Tell the mentee what you have planned for the current meeting, and why you have chosen to get started with learning strategies. Knowledge about the adolescent brain may be helpful to help with homework. If your mentee is struggling with a certain subject, using another learning strategy than normally used may help.

Core (30 min.)

Adolescents (like your mentee) do not have a fully developed brain yet (like adults), although they may feel like they are adults and like to be treated like that. For instance, in the adult brain, most brain activity is in de prefrontal cortex, while in the adolescent brain, most activity is in de sides of the brain. Because of the latter, it is difficult for adolescents to think logically, to foresee consequences, but also to plan, to organize, and to work structured. These activities are executed through prefrontal cortex activity. It is, however, possible to stimulate the development of the prefrontal cortex.

If homework time is structured efficiently, your mentee will be better able to study. Most knowledge will be stored at the beginning of homework time (so-called prime time). However, knowledge can also be stored effectively at the end of homework time if the pupil uses technique closure. By means of technique closure, the pupil looks on what (s)he has studied, for instance by making an abstract or a mind map. In the middle part of homework time, the so-called down time, the pupil usually is least efficient. For this reason, it is wise to divide homework time in multiple short-time blocks of about 30 minutes each (Drost & Verra, 2012).

[*Note.* Materials on learning strategies need to be made available by program supervisor] Read about existing learning strategies. Discuss the various learning strategies with your mentee and decide which strategy suits your mentee best. Try out this strategy together.

Rounding off (10 min.)

Ask about how using another learning strategy is experienced. Does de mentee notices any differences? Make arrangements about when the mentee can apply the newly applied strategy or perhaps a second new strategy.

WEEK 10

Mentoring	[Date] [Time] [Location] [# Supervisor(s) or others needed]
Theme	Execution of action plan, further deepening relationship, evaluation
Description	This meeting will be in light of an evaluation of the program. You have prepared a means to execute the evaluation (e.g., by means of a google.form or Kahoot!). Additionally, reflect on the action plan that you have drawn up in the beginning of the program. Discuss with your mentee if the intended goals still apply. Does the plan need any adjustment? If so, this is a good moment to make the adjustments.

After the mentor meeting, a training for **all mentors** will take place. During this training, you will learn how to map the social network of your mentee. At this moment, you as a mentor are very important to the mentee. You can support the mentee and you can familiarize him / her with how to make school career decisions. But what happens once the

programs is finished? By finding out the mentee's personal social network, you can contribute to sustaining the program.

WEEK 11

- Mentoring [Date]
[Time]
[Location]
[# Supervisor(s) or others needed]
- Theme Mapping social network of the mentee
- Description With last week's training, you should be able to map the social network of your mentee. Should your mentee not feel like doing this, you are free to pick another activity for this meeting. Please be aware that mapping the social network of the mentee is important to sustain the program. So, if you are not work on it today, plan for it during another meeting.
- The *first group* of mentors will have intervision for the third time.
- Assignment 11 **Fill in preparation form week 12**

WEEK 12

- Mentoring [Date]
[Time]
[Location]
[# Supervisor(s) or others needed]
- Theme Execution of action plan, further deepening relationship
- Description The *second group* of mentors will have intervision for the third time.
- Assignment 12 **Fill in preparation form week 13**

WEEK 13

- Mentoring [Date]
[Time]
[Location]
[# Supervisor(s) or others needed]
- Theme Execution of action plan, what does the future look like?
- Description A few meetings ago, you have paid attention to potential career choices of your mentee (via a career choice test or interest test). Today, you are going to further discuss this. Has your mentee given potential career choices any further thought? Does your mentee know how to go about? Does (s)he know which choices (s)he needs to make now? Does (s)he know

where to seek help (in their own network) if needed? Take this meeting to explore the answers to these questions.

The *third group* of mentors will have intervision for the third time.

Assignment 13 **Fill in preparation form week 14**

WEEK 14

Mentoring	[Date] [Time] [Location] [# Supervisor(s) or others needed]
Theme	Execution of action plan, what does the future look like?
Description	Explore <i>self-efficacy</i> (i.e., the perception of personal qualities and capabilities) in mentees. Ask yourself what can you do at this moment in time, to further stimulate self-efficacy. There will be intervision for those mentors who would like to attend.

Assignment 14 **Fill in preparation form week 15**

Suggestion	<p><u>Preparation</u> Find other mentors who would like to take part, with their mentees, in the ‘quality snowball game’. You need paper (A4) and pens. Place enough chairs in a circle.</p> <p><u>Opening</u> (5 min.) Check how your mentee is doing and whether (s)he feels like taking part in the ‘quality snowball game’. Perhaps the mentee has other wishes. You will then have to adjust to these.</p> <p><u>Core</u> (30 min.) Goals of the ‘quality snowball game’ is to gain understanding of personal qualities and capabilities and of how other people see you. It is a fun game to further get to know each other. And it is a good way of achieving a ‘feel good moment’ as lots of complements are being exchanged. You as mentor can join in if you want.</p> <p>Each mentee (and mentor) writes down two professions on two separate pieces of paper. This may be a random profession or a profession that the mentee (or mentor) is interesting in. A ‘snowball’ is made of each paper. These snowballs are then put together on a pile on the floor in the middle of the circle. Each mentee (and mentor) is asked to pick a snowball and, firstly, to read out loud the profession that is written down. For each profession, certain qualities and capabilities are necessary. Also, sometimes, you need to choose certain subjects in secondary school to be able to become this professional. Discuss this among each other. Secondly, match the profession to a mentee (or mentor) and mention why the mentee (or mentor) is suited for this profession.</p> <p>You can choose to write down some qualities and capabilities on the white board beforehand. This way, the mentee is helped in articulating these.</p> <p><u>Rounding off</u> (10 min.) Evaluate the meeting with your mentee. Discuss that next week will be the final one-on-one meeting. You both may have ideas about this last mentor meeting. Discuss what you would like to do during this meeting.</p>
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WEEK 15

Mentoring	[Date] [Time] [Location] [# Supervisor(s) or others needed]
Theme	Rounding off
Description	This is the last one-on-one mentor meeting. Take this meeting to round off the mentoring. Firstly, reflect on the action plan. Have you achieved the intended goals? What will the mentee remember for the future? Secondly, you have prepared the rest of the meeting according to the discussion with your mentee in the previous meeting.
Assignment 15	Cheer your mentee Prepare something fun for this meeting. What is most striking about your mentee? What are your mentee's qualities? What did you learn from your mentee? What main message did you want to give to your mentee?
Suggestion	You can choose to create a picture of each other. What is most striking about your mentee? What do you know about your mentee? Etc.. After this, you can look online what you can find about each other. Does this picture match the picture you have formed about the other person? You can discuss what it means to be visible online. For instance, future employers may also search online to find out about you. What could this mean or imply for your mentee? Is (s)he aware of this? Ask, for instance, what aspects of the mentee's personal life may be visible online and what aspects not? And why?

WEEK 16

Mentoring	[Date] [Time] [Location] [# Supervisor(s) or others needed]
Theme	Plenary festive closing of the mentoring
Description	Today's meeting will be prepared by the program supervisor(s) and the school. It should be a festive closing, during which the mentees are cheered. The mentees get a certificate as a proof of taking part. They will each and individually be lauded by their personal mentor.