# Guide to Effective Practice in Youth Mentoring New Zealand

YOUTH
MENTORING
Network

Building connections for youth mentoring in Aotearoa New Zealand

# Mihi

*Hūtia te rito o te harakeke Kei hea te ko'mako, e ko?*
*Ui mai he aha te mea nui o te ao,*
*Māku e kī atu, 'He tangata, he tangata, he tangata'*

*Rip out the flax roots, where then is the bell bird, lass?*
*Ask what is the most important thing in the world,*
*I will reply, 'Tis people, people, people'.*

*E ngā iwi, e ngā mana, e ngā reo, e ngā karangatanga maha o ngā hau e whā, huri atu*
*ki ngā whanaunga o Te Moana Nui a Kiwa, whakawhiti atu ki ngā kanohi hou no ngā*
*whenua o tāwāhi, tēnei ngā mihi nunui ki a koutou katoa - tēnā koutou, tēnā koutou,*
*tēnā koutou katoa.*

*E tika ana me tuku atu ngā mihi ki a rātou mā kua ngāro atu i te kōpū o te whenua.*
*Haere koutou, haere ki a rātou kua whetūrangitia. E moe i te ringā kaha o Aituā,*
*me kī ngā ringa kauawhi o tō tātou Matua nui i te Rangi*

*Hoki mai ki a mātou e takatakahi ana i te mata o te whenua – tēnā anō tātou katoa huri*
*noa i te motu*

*"To all peoples, to the voices of the four winds, to our Pacific brethren and to settlers*
*from more distant lands: we, of the Youth Mentoring Network, extend sincere greetings.*

*It is also appropriate that we acknowledge those who no longer walk with us,*
*those whose shining star nestles in the embrace of the Heavenly Father.*

*We, who continue to tread the face of this land, extend warm greetings to you - the reader."*

Ann Dunphy, Bill Gavin, Frank Solomon, Claire Stewart , Efeso Collins and Andrea Grant
Youth Mentoring Network
October 2008


www.youthmentoring.org.nz

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# Foreword

As Minister for Youth Affairs, I want to see young people to take up challenges, aim high and achieve success.
Having a role model or mentor in their lives can help a young person work through those challenges and attain success.

The Government is committed to supporting the development of youth mentoring in New Zealand.

These guidelines will help provide a common set of standards, and protect young people and mentors by sharing good practice.
At the same time, the guidelines recognise that mentoring programmes need to be tailored to the specific needs of the young people involved and that mentoring is often just one component of a wider process of intervention.

I want to encourage all those in mentoring to use the Guide, which I believe will help improve the overall quality of Youth Mentoring in New Zealand.

*Hon Paula Bennett*
*Minister of Youth Affairs*

# How to use
## this guide

Like our website, this guide focuses primarily on specialist, structured Youth Mentoring programmes. It also seeks to offer information and assistance to all who are interested or involved in Youth Mentoring - from the spontaneous, individual work of adults who have reached out to young people in their communities, to those engaged in professional work with young people, who are aware that a mentoring dimension is present in their role and wish to improve their understanding of the key elements of theory and effective practice.

Following the Summary, this guide is in two parts:

## Part 1
provides an introduction to Youth Mentoring, recognising that it can occur both within structured programmes and naturally, when adults in other roles (whanau, teacher, sports coach) reach out and inspire young people. We describe the NZ Youth Mentoring sector as it exists today, as well as noting the particular contribution made by Maaori and Pasifika leaders in the field. Those wishing to learn more about the nature of Youth Mentoring and its status in NZ today will find this Part I most useful.

## Part 2
deals with the characteristics that distinguish effective Youth Mentoring relationships and goes on to look at the best practice approaches to establishing and running a Youth Mentoring programme. The reality is that there is no "one true way" to mentor young people, but there are agreed generic principles, which when carefully applied will enable success. We have described these principles, alongside real-life examples of them in practice in NZ today. We have also presented the critical path in establishing a Youth Mentoring programme in diagram form for quick and easy reference for organisations just starting out, or even as checklists for already established organisations who wish to assess how they are doing.

There is a great deal of additional practical guidance freely available through international websites such as MENTOR in the US, Victorian Office for Youth (Australia) and YES here in New Zealand. These provide even more detail on specific topics, such as typical content of youth mentor training. We have tried to avoid simply duplicating this excellent material, but instead have provided further reading and active web-links to it throughout the guide for those wishing to learn more.

It has been our primary intention to support and encourage effective Youth Mentoring relationships and programmes, not prescribe, encumber or discourage - we hope this is reflected in our writing.

The guide has been produced as a result of broad sector consultation in New Zealand. We expect the document to represent the beginning of a New Zealand - owned process of learning, feedback and reflection of what it takes to provide a successful Youth Mentoring programme in Aotearoa. The material will be further developed through ongoing, frank, open dialogue and critique. To this end, we welcome your feedback. The address for correspondence is provided at the end of the guide.

# Summary

Mentoring has the potential to bring about positive change for many young people. Through its use of volunteers it harvests "social capital" by making the most of the wide variety of experience, training, skills and talents that exist amongst people who want to make a positive difference to their community. Like adults, young people are social beings, who live their lives in the context of their relationship with others. The goal of Youth Mentoring is to connect to young people, forming a positive relationship that is based on empowerment, altruism and mutuality, thus laying an important foundation for young people to move towards ever more positive outcomes and behaviours.

Key concepts in Youth Mentoring are friendship, guidance and relationship. A useful definition of Youth Mentoring is "the process by which a more experienced, trusted, guide forms a relationship with a young person who wants a caring, more experienced person in their lives, so that the young person is supported in growth towards adulthood and the capacity to make positive social connections and build essential skills is increased". While adult mentoring tends to be specifically-focused within an organisation, mentoring children and young people is more developmental, changing according to the needs and interests of the young person that become apparent over time.

Youth mentoring occurs throughout communities, including naturally developing adult: child relationships, structured programmes, peer support in schools and also within the context of other, specific, roles such as teaching or social work. This guide notes in particular structured mentoring programmes, which embody important principles, but recognises that most Youth Mentoring continues to occur informally, arising from relationships that are formed when adults in other roles reach out and inspire young people. Much formal mentoring is based around schools, a natural arrangement that provides structure and protection for all involved. Appendix I has a listing of programmes.

The programmes which make up the NZ Youth mentoring sector are diverse, utilising a range of approaches and focusing on a variety of young people and their needs. There is high awareness within programmes of the cultural diversity within NZ's young people, and a developing emphasis on appropriate programmes for Maaori and Pacific young people.

While approaches to Youth Mentoring are diverse, there are a number of shared characteristics which must be present for Youth Mentoring to be effective. These are well summarised by "The Youth Mentoring Super 14", kindly put forward by John Newman of Kidz First and shown in Table 1 overleaf. When successfully combined, these characteristics enable a close, trusting, relationship to endure. It is the formation of such a relationship, which empowers both the young person and the mentor, that is the key determinant of a successful outcome for the young person.

When establishing and running a Youth Mentoring programme, there are a number of best practice steps which should be taken to ensure the service is sustainable, effective, high-quality and above all, safe. The process of establishment can be broken down into three phases; *Planning, Execution and Evaluation.*

## Table 1. The Youth Mentoring Super 14: Characteristics of Effective Youth Mentoring (adapted from John Newman, Kidz First)

| Characteristics of the mentor | |
|---|---|
| 1 | Trained initially and ongoing |
| 2 | Supported, supervised and recognised |
| 3 | Consistent, empathetic |

| Characteristics of the young person | |
|---|---|
| 4 | Wants to be mentored |
| 5 | Committed, engaged, takes ownership |

| Characteristics of the relationship | |
|---|---|
| 6 | Initiated by the mentor, but focussed on the needs and goals of the young person |
| 7 | Intensive and engaged |
| 8 | Frequent and long term |

| Characteristics of the interaction | |
|---|---|
| 9 | Activities or skill based - enjoyable |
| 10 | Structured around the young person's goals |
| 11 | Involves family members |

| Characteristics of the programme | |
|---|---|
| 12 | Monitoring for effectiveness |
| 13 | Incorporates evidence of what works |
| 14 | A theoretical basis |
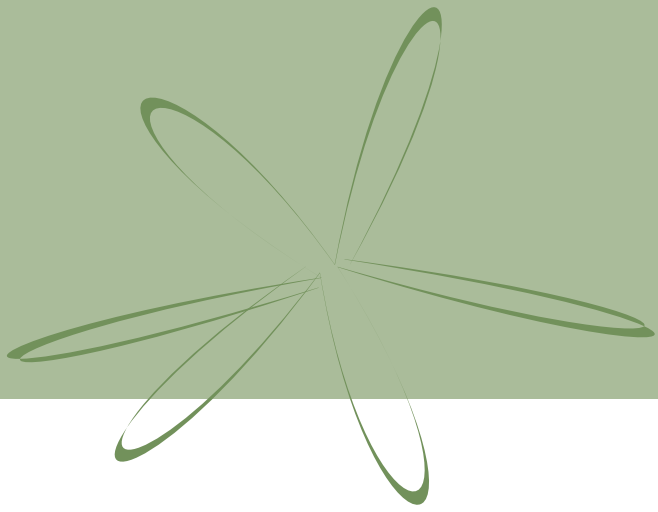
Within the Planning phase, organisation's should consult with the many different stakeholders in their communities. This will identify the community's needs, and clarify how the intended Youth Mentoring service will connect to, and work with, already existing groups to meet those needs. A clear statement of *Vision, Purpose and Goals,* that the community can buy into and support, arises from effective consultation. The next step is to plan the organisational structure and operational processes that will give life to this vision. This includes consideration of financial resources, facilities, staffing, mentor recruitment and training. Also, given the recipients of the mentoring are young people, who are often already in a position of vulnerability, Youth Mentoring organisations need to be extra diligent in planning their governance, safety and operating processes.

## Monitoring of safety, volunteers and staff performance should be continual throughout the lifetime of the programme

The *Execution* phase is where the Youth Mentoring plan comes to life. Well documented policies and procedures that cover all aspects of the operations, coupled with sound governance, strong operational management and powerful promotional marketing to funders, volunteers and young people will ensure the organisation is sustainable and delivers the outcomes articulated in the Vision.

Early *Evaluation* of the organisations operational efficiency and the outcomes achieved for young people, and their families, as a result of the Youth Mentoring programme is important. The ways and means of evaluating these areas should be determined early in the planning stage and followed through. Monitoring of safety, volunteer and staff performance should be continual throughout the lifetime of the programme. Meanwhile, evaluation of operational efficiency and monitoring of outcomes for young people should occur at 6, 12 and 24 months, and yearly thereafter.

Mentoring is a process that occurs in a range of settings in our communities and therefore cannot be viewed as the proprietary domain of any one particular profession or field. It is timely that all stakeholders of the New Zealand Youth Mentoring sector, large and small, young and old, organisations and individuals, Maaori, Pakeha/Palagi and Pasifika alike; begin to come together to consider what it means to be a mentor, what it means to be mentored and what we wish to achieve together with the young people of New Zealand. This guide is the beginning of our journey to answer these questions in a way that has meaning for us in our unique context. Together we hope to find ways of increasing the number and reach of Youth Mentoring programmes available in New Zealand today; improving access to training opportunities for organisations and mentors, and enabling best practice research and evidence to be applied in real-life practice.

# Part 1.
## Introduction to
## Youth Mentoring

### 1.1    What is Youth Mentoring?

If we do as young people would do, and ask Google™ to define Youth Mentoring, we are directed to "Wikipedia"[1], which defines Youth Mentoring as

"..the process of matching mentors with young people who need or want a caring, responsible adult in their lives."

But Youth Mentors are not always adults. For example, in school-based peer mentoring programmes, students are mentored by senior students, the latter still themselves a young person. So, it is more useful to define a Mentor as, "a more experienced, trusted adviser, who takes a special interest in the development of another".

The Wikipedia definition also tells us nothing of the purpose of the mentoring. Recent views on the purpose of Youth Mentoring include, "to help ease the transition to adulthood by a mix of support and challenge"; "to develop the competence and character of the protégé and "to increase the capacity of the young person to connect with positive social and economic networks to improve their life chances".

So, a more useful definition of Youth Mentoring may be stated as below:

> The process by which a more experienced, trusted guide forms a relationship with a young person who wants a caring, more experienced person in his/her life, so that the young person is supported in growth towards adulthood and the capacity to make positive social connections and build essential skills is increased.

- Rhodes J.E. (2004) Stand by me – the risks and rewards of mentoring today's youth; Harvard University Press.
- Phillip, K (2007) Mentoring and young people
- Freedman, M. (1999) The Kindness of Strangers : Adult Mentors, Urban Youth, and the New Voluntarism. Cambridge University Press
- www.youthmentoring.org.nz/being_a_mentor/
- www.mentoring.org/mentors/about_mentoring/
- www.yess.co.nz/Mentor.html

**further reading and web-links**
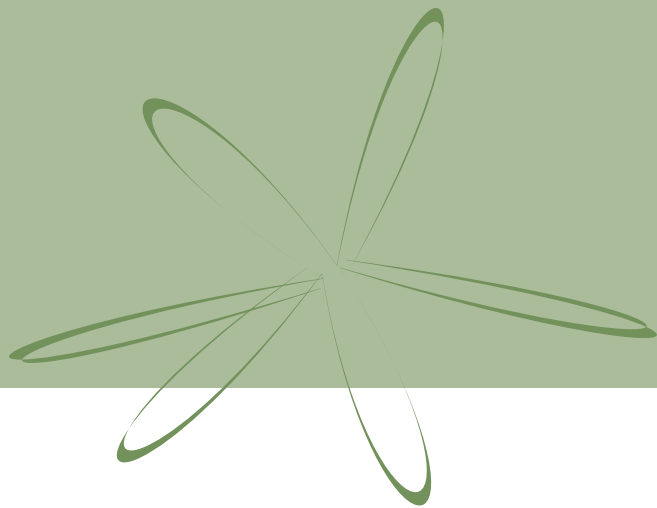
## 1.2    Key elements of Youth Mentoring

Youth Mentoring can be either *natural, planned* or *incidental. Natural mentoring,* examples of which have been found in a range of societies since Ancient Grecian times, is where a relationship develops naturally as a result of shared connections between two people. The importance of natural mentoring, particularly for the development of young children is discussed in more detail in the following section. *Planned mentoring,* is where a relationship develops as a conscious effort between two people, often in the context of a structured Youth Mentoring programme. As the opportunities for natural mentoring relationships have declined in modern society, a spectrum of structured Youth Mentoring programmes have arisen, which provide the connections that would be otherwise lacking. The best practice in establishing natural and structured mentoring relationships and programmes is covered in detail in Part 2 of this guide. *Incidental mentoring* usually occurs as a by-product of a relationship which has another primary function, e.g. teacher, sports coach, where the young person gains the benefit of wisdom offered alongside an existing programme.

Youth Mentoring can take place within a variety of settings and contexts - formal mentoring programmes, peer mentoring, teaching, coaching, natural adult interaction, friend to friend and group or team mentoring; are all examples of environments in which we can find Youth Mentoring approaches at work (Figure 1). But to bring about positive outcomes certain key elements must be present:

- The mentor has greater experience or knowledge which is of value to the young person.

- The formation of a relationship; based on empowerment, altruism and mutuality; is at the heart of the mentoring process.

- The young person wants the relationship, and reciprocates the values upon which the relationship is based.

- The relationship supports the young person's identity establishment.

## further reading and web-links

- Victorian State Government (2006) A Guide to Effective Practice for Mentoring Young People 2005-2008.
- www.youth.vic.gov.au
- www.youthmentoring.org.nz/being_a_mentor/settings.ctm
- www.mentoring.org/mentors/about_mentoring/mentoring settings/
- www.yess.co.nz/Mentor.html

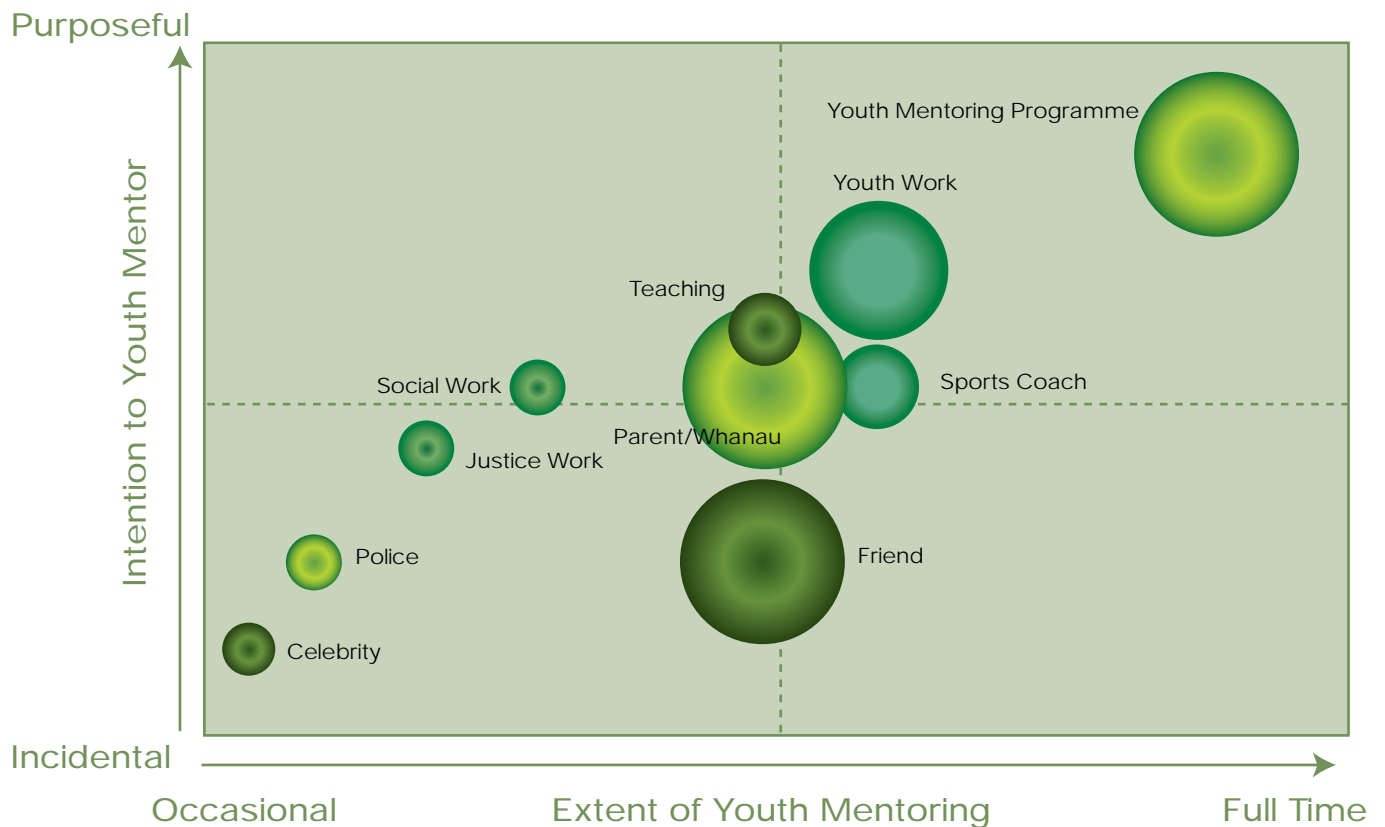## Figure 1: Settings for Youth Mentoring in Roles



Figure 1 illustrates many of the different roles in society in which Youth Mentoring occurs. Each role is represented by a circle. The size of the circle indicates the extent to which the original purpose of the role is to mentor young people. For example the role of the Police is represented by a smaller circle, as Policing has a very specific function in society, only a small part of which is to mentor young people. The position of each circle along the horizontal axis indicates how frequently Youth Mentoring occurs within that role, with the far right specialising in Youth Mentoring role.

The position of each circle on the vertical axis indicates whether the actual purpose of the role is to mentor young people, or whether the mentoring occurs secondary to, or incidental to, the purpose of the role. For example, Sports Coaches have a very specific role in ensuring a young person can achieve specific goals and standards related to sport. In order to give effect to their role, Sports Coaches may indeed mentor some of their charges, but this is incidental to their primary role in achieving the sporting goals, hence the Sports Coach is midway on the vertical axis.

## 1.3 VIPs and Mentoring Children

Many young people, especially adolescents, report the existence of a Very Important non-Parental adult in their lives (VIPS). These VIPs can be thought of as "natural mentors". Providing comfort, guidance and inspiration VIPs are instrumental in positively shaping a young person's sense of values, social obligations and sense of belonging. VIPs can come from many different areas of the young person's life, including extended family members, teachers, employers, church representatives, coaches, or older friends.

While the research is still emerging, it is reasonable to expect that VIPs are as important to children of younger age (4-12yrs) as they are to adolescents. The former are the years when children's worlds are expanding beyond their immediate family to include an ever-widening range of people who will have a very significant influence on their perspective of "who am I in this world with you?". This developing perspective, positive or negative, will directly affect their participation in, and enjoyment of life, their physical and mental health, and their success in relationships.

> "I have seen the development of resilience in our young boys some of whom are adults now. It is very difficult to nail this down in quantitative terms but magic happens. Longer term relational style mentoring offers so much more than just support, it offers the promise of transformation. We are all growing and developing through our relationships to others, perhaps it's all we really have in the end to help us develop into whole people."
>
> Richard Aston, Big Buddy

## further reading and web-links

- Chen et al., (2003) Beyond parents and peers: the role of very important non-parental adults (VIPS) in adolescent development in China and the United States. Psychology in the Schools, Vol. 40(1)
- www.youthmentoring.org.nz/content/docs/bush_dong.pdf)
- www.yess.co.nz/DifferentStagesofDevelopment513.html

However, not all children are lucky enough to have a VIP in their lives. Indeed, recent research conducted with 11-13 year olds by Auckland University has shown that close to 20% of vulnerable youngsters do not have the protective aspect of a VIP in their lives[2]. Fortunately, structured mentoring programmes such as Buddy and Family Works, Big Buddy and Big Brothers Big Sisters seek to provide this supportive adult relationship to children between 4 to 12 years.

In the younger age group the most significant outcome is the formation of a deeper relationship. By sharing time, friendship, fun and encouraging positive attitudes, interests and behaviours, the adult mentor allows the child's self worth and unique individuality to grow. Mentoring a seven year old requires emphasis on engagement, play and adventure, as well as providing a sense of safety and a feeling of being cared for. Whilst initially driven by mentor initiative, the personal autonomy of the young child will develop over time with the maturing of the relationship.

## 1.4   The New Zealand Youth Mentoring Sector

Appendix 1 of this guide details the wide range of structured Youth Mentoring programmes that exist in New Zealand today. The Youth Mentoring sector in NZ is emergent, yet examples of programmes using each of the different forms of mentoring found internationally in more established sectors like the US can be identified (FIGURE [2]). There is also reasonable representation of different socio-economic and ethnic groups; for example niche mentors such as PILLARS, Affirming Works and Te Ora Hou are working with young people who have a parent incarcerated, Pasifika youth and Maaori youth respectively. Yet there are also whole groups for whom no targeted Youth Mentoring service is currently available, particularly children of refugees.

One of the most distinctive features of New Zealand society for young people growing up today is cultural diversity. New Zealand is a multi-cultural nation in which the European (68%) , Maaori (15%), Asian (9%) and Pasifika (7%) cultures dominate. This diversity is even greater in the younger generations with around 40% of New Zealand school students of Maaori, Pacific or Asian descent at 1 July 2007. This cultural mix will continue to grow - of all babies born in New Zealand in the year to September 2007, 55% belonged to at least one of the three "minority" ethnicities, and 25% identified as belonging to more than one ethnic group. So, both current and upcoming younger generations are, and will be, living amongst major cultural diversity.

Such cultural diversity creates many opportunities for young people, particularly for innovation and creativity, and it is likely that young people in NZ today will grow up with greater tolerance, acceptance, respect and celebration of difference. However, it also presents challenges, especially given that the systems and institutions of NZ, in particular the school system, are not culturally neutral, but are predominantly based around Western/Pakeha belief systems, behaviours and processes. For some young people, the cultural capital that provides a sense of identity, belonging and history within families and communities, is not reflected in mainstream systems, putting them at a disadvantage relative to a child whose attitudes, skills and values have been shaped by similar assumptions to the mainstream.

Fortunately, many established Youth Mentoring organisations share a high degree of consciousness of the diversity of cultures represented in their programmes[3]. Most have evolved (their programmes) to include cultural training for mentors, as well as linking into local multicultural centres and endeavouring to ensure multi-cultural identities are represented in the design of their programme.

- HRC (2208), Human Rights Commission: Tüi Tüi Tuituiä, Race Relations report.

## Figure 2: Types of Youth Mentoring



**General 1.1**

Big Brothers, Big Sisters
Boys and Girls Institute
Synergy Youth Mentoring
Brothers in Arms
Family Works
Great Mates
Turn your life around

**Niche**

Carabiner
Big Buddy
PILLARS

Te Ora Hou
Afirming Works
C.A.R.E

**Peer/Team**

STARS
MATES
Dream Fono

I Have a Dream

274 Youth Core
Project K

YWCA
First Foundation

**Group**

**Education/Career**

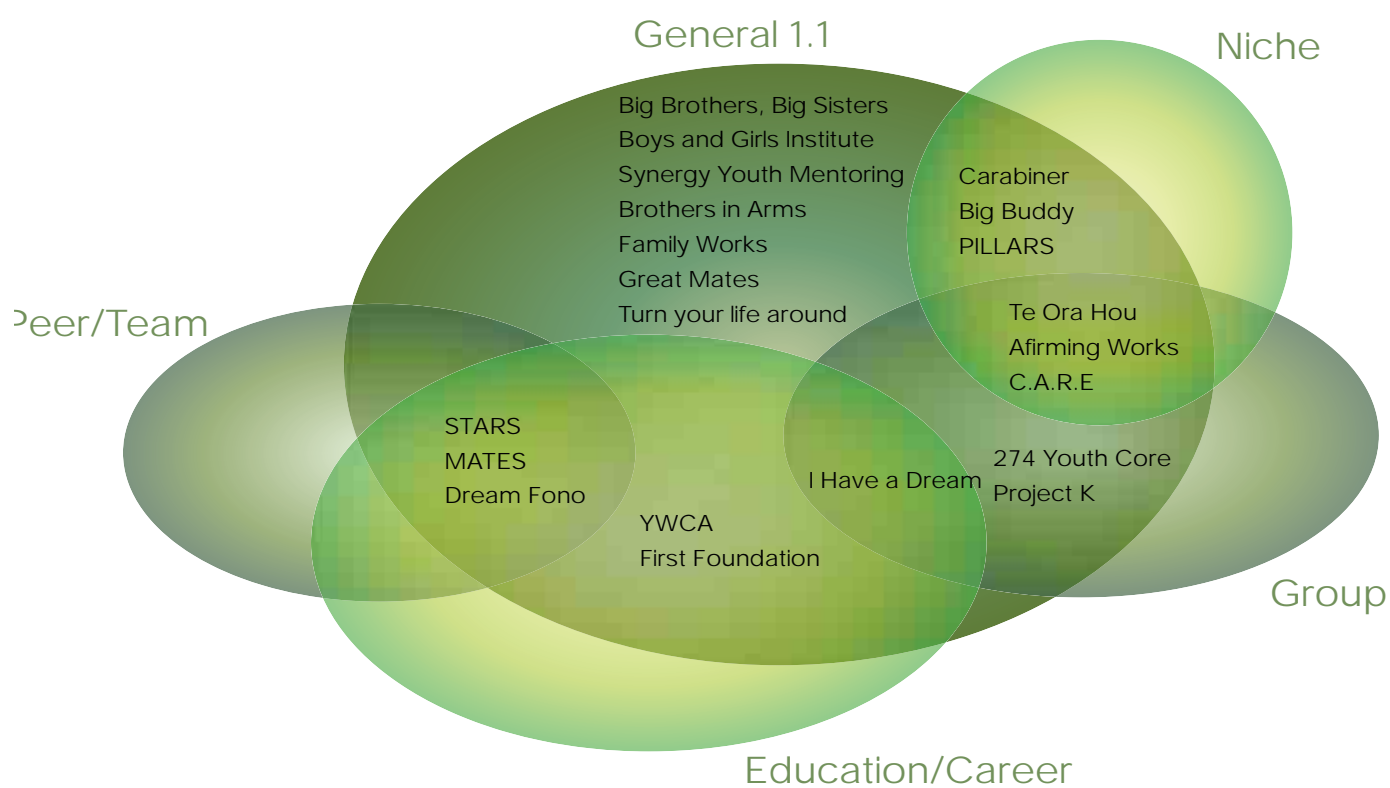Figure 2 classes the Youth Mentoring programmes found in NZ according to the different types of Youth Mentoring found internationally. General 1:1 mentoring includes programmes where a single trained volunteer (normally) is matched into a long term relationship with a single young person. Group mentoring programmes tend to use one mentor to a group of young people who share some common interest or need. Many programmes in NZ use both group and individual mentoring to achieve their goals, as shown by being placed in the overlap of the circular areas. Niche mentoring programmes are targeted at a specific group of young people, for example those with disabilities (Carabiner). Education/career mentoring programmes have a very specific focus on education/career outcomes e.g. gaining entrance to University; achieving employment, or school grades. Peer mentoring programmes are found throughout NZ schools and consist of structured programmes where senior students are trained and supervised to mentor younger (normally Year 9) students. Niche, education and peer programmes all use either 1:1 or group mentoring to varying degrees

Many also actively seek out Maaori and Pacific mentors in an attempt to culturally match mentors and young people where possible. However, there is a consensus that the quality of the relationship is more significant than the cultural match (see also Section 2.2.4).

"I see the diversity of the cultures that get referred to our programme as both a challenge and a blessing; a challenge because we prefer to provide materials that relate to all cultures, have facilitators who are sensitive to different needs, and even interpreters who can cross the language barrier. A blessing because of the learning, understanding, appreciation and celebration that occurs when all the cultures are mixed together. We have written a journal to accommodate this diversity and we also link with many different cultural groups to re-evaluate and find ways to culturally improve. We make changes every programme."

Jacinta Kreft, B.G.I. Challenge for Change; Wellington
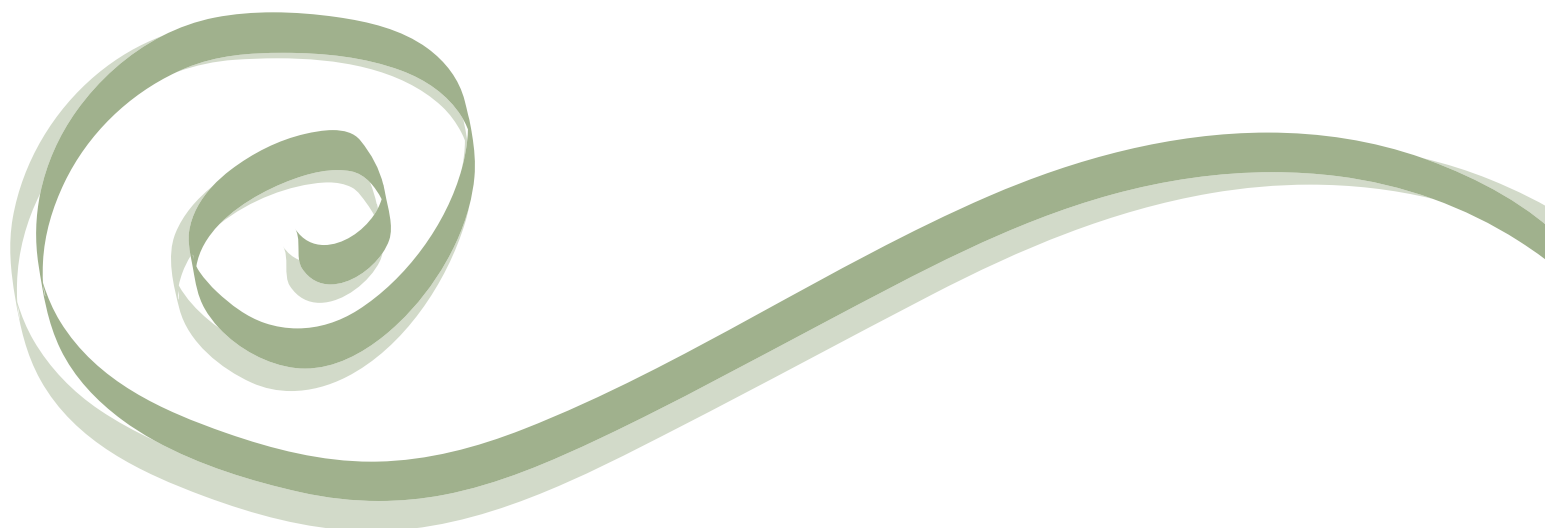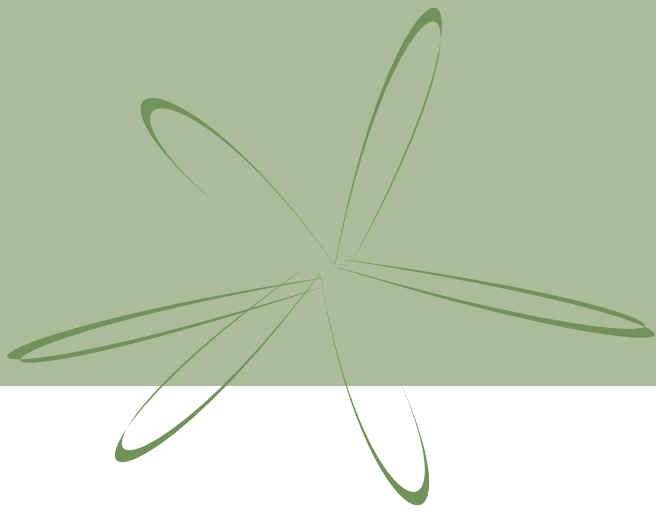
## 1.5    Mentoring Young Maaori People
### 1.5.1  Traditional Maaori Models of Mentoring (Manu Caddie, Te Ora Hou)

A wide range of sources concur that historically young people in Maaori communities participated in a range of developmental processes to prepare them for adulthood and mark the transition to roles of responsibility within their whanau and hapu.

Inter-generational transmission of knowledge and values were critical to the wellbeing of the hapu and involved passing on the skills and understanding that were essential to survival in terms of economic and social wellbeing. Elders were considered a vast repository of important information and their wisdom and knowledge was seen as essential to the teaching of practical and social skills, ethics and esoteric knowledge.

At least three common strategies were employed to ensure young people developed in ways that were healthy and equipped the hapu with people who could protect and enhance the interests of the community:

1.  One of the most common and important strategies was where an elder (pukenga) took a young person under their care and taught them directly as a mentor. The student would accompany the elder to hui and special occasions – the child functioning as a link between generations that ensured survival of critical knowledge about connections between people, places and the natural world.

2.  'Whare Wananga' were formal structures established to pass on specialist skills and knowledge – participants were often selected because they displayed gifts in the particular interests of each whare wananga (e.g. diplomatic skills, cultivation, physical aptitude, carving, etc.)

3.  A third approach has been termed 'education through exposure' – where participants were not given formal instruction but were exposed to a situation and expected to work out what was going on and solve problems that arose. This type of education included areas as diverse as cultivation, child care, and public occasions such as the structure and roles within hui and tangi.

Strong bonds between individuals and whanau were based on trust and respect that ensured the health, survival and growth of rangatahi and the community and the well being of future generations. A range of rites of passage were used to mark various transitions as the individual moved from one phase of life to another.

## further reading and web-links

- Best, E. (2005) The Whare Kohanga and its Lore. Wellington, Te Papa Press. (First published 1929)
- Hemara, W. ( 2000) Maaori Pedagogies: A View of the Literature. Wellington, NZ Council for Educational Research.
- Mead, H. M. (2003) Tikanga Maaori: Living by Maaori Values. Wellington, Huia Publishers
- Moon, P. (2003) Tohunga: Hohepa Kereopa. Auckland, David Ling Publishing
- Royal, C. T. A. (Ed.) (2003) The Woven Universe: Selected Writings of Rev. Maaori Marsden. Otaki, The Estate of the Rev. Maaori Marsden
- Stirling, E. & Salmond, A. Eruera (1980): The Teachings of a Maaori Elder. Wellington, Oxford University Press.

## 1.5.2 Historical Context to Modern Day Mentoring for Maaori Young People

Cultural diversity is nothing new to New Zealand. At its very foundation Aotearoa is bicultural; a land shared between tangata whenua[4] and tangata Tiriti[5]. The Treaty of Waitangi, concluded in 1840, is the founding document of the nation, ceding to the Crown the right to govern (kawanatanga) in return for Maaori having the right to control their own affairs (tino rangatiratanga). Whilst the subsequent history is complex, it is fair to say European colonisation undermined nearly every social system Maaori had developed and traditional mentoring relationships (see previous page) were replaced by the British education system. Maaori were marginalised, suffering significant land loss and consequent economic and population decline. The Maaori language was all but lost. The legacy of this historical process continues today and Maaori feature negatively in statistics such as unemployment, crime, health and educational achievement.

Figure 3: Youth Mentoring: a ribbon of relationship, re-connecting social and cultural worlds
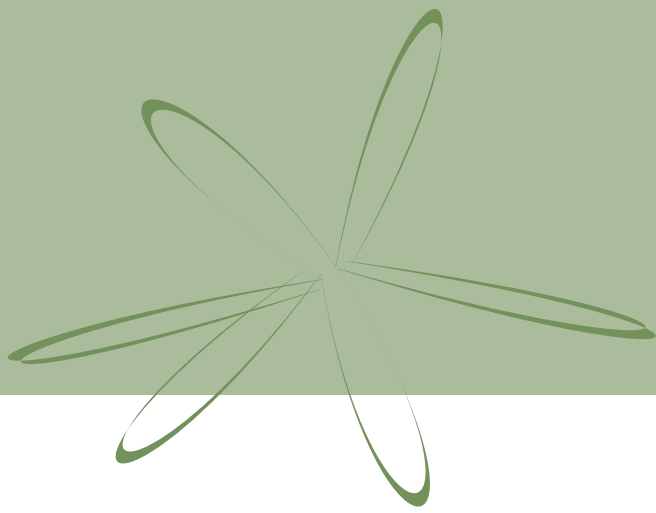
Addressing these inequalities requires NZ society to be structured in a way that allows Maaori to reassert their indigenous cultural aspirations, preferences and practices. Revitalisation of Maaori language and culture will rebuild self esteem, self image, confidence, pride, and ethnic and personal identity. At its heart, Youth Mentoring is about forming a flexible ribbon of relationship - reconnecting, and enhancing the young person's connections with the positive and protective factors of their own social and cultural environments (Figure 3).

So, non-Maaori mentors can play an important part in reconnecting Rangatahi with healthy whanau and helping them to realise their potential as Tangata Whenua. To do so, requires mentors to have both a good understanding of the history of Aotearoa and a robust self-awareness about their own culture and relative power in mentoring relationships. Similarly, Youth Mentoring programmes that are focused within Maaori culture ("By Maaori, for Maaori") will have a positive role to play in enabling young Maaori to make this transition.

One organisation that is leading the way is Te Ora Hou Aotearoa, whose member organisations form an autonomous network providing a range of youth services, including mentoring, across New Zealand. Te Ora Hou have recently developed Te Maui and Maia, respectively a set of principles that describe the core identity and values of the organisation, and a theoretical framework that guides the planning and practice of activities, services, projects and initiatives (Figure 4).

## further reading and web-links

- Brendtro et al., (2001) Reclaiming Youth at Risk: Our Hope for the Future. Solution Tree.
- Durie, M. (1985) A Maaori Perspective of health, Journal of Social Science and Medicine, 20, 5, 483-486.

## Figure 4: Maia - Te Ora Hou Aotearoa's Model of Practice

awhi (au, whanau, hapu, iwi)

pupuri taonga
resource management

manaakitia
whanau care

pukengatanga
mastery & compentence

whakapumau tikanga
cultural integrity & endorsements

whanau
identity & belonging

whakatakato tikanga
future planning

atawhai
generosity & contribution

mana motuhake
independence & responsibility

whakawhanaungatanga
hanau consensus & cohesion

whakamana
empowerment & plarticipation

Youth Development Strategy Aotearoa

UN Convention on the Rights of the Child

UN Declaration on the Rights of Indigenous Peoples

Maia is based on an internationally accepted model of youth development (The Circle of Courage[6]), yet is firmly based in concepts from Te Ao Maaori, in particular Professor Mason Durie's Whanau Capacity framework. While in its early days of evaluation and application, this pioneering work looks positioned to make a lasting contribution to Rangatahi[7].
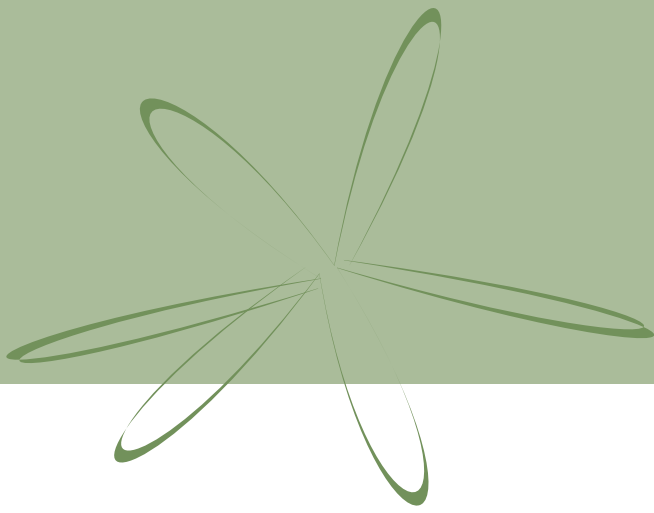
## 1.6 Mentoring Young Pacific People

Pacific people are the most youthful ethnic group in New Zealand. In 2006, close to 38% of the Pacific population were aged 0 to 14 years, and 67% aged 0-29 years; compared to 22% and 42% in the total NZ population. Nine out of ten Pacific Islanders live in the North Island, and 67% live in the Auckland region.

Largely due to the socio-political effects of recent migration and its downstream effects on future generations, the social and economic wellbeing of Pacific young people differs significantly from that of other populations in New Zealand. Evidence indicates that Pacific young people are disproportionately disadvantaged by low educational achievement, poor health and poverty, providing significant barriers to their participation in employment and their long term economic and social wellbeing.



Given these challenges, and recognising that Pacific Youth will play a significant role in the future NZ workforce, and therefore a critical role in NZ's social and economic development, the NZ Ministry of Social Development published the Pacific Youth Development Strategy in June 2005. Based on extensive consultation with Pacific young people, using the traditional Pacific process of Talanoa[8], the over-arching aim of the strategy is to "deliver positive life change and affirmation for all Pacific youth in Auckland". This goal is to be achieved through action projects which focus on three areas of most importance to the social and economic wellbeing of Pacific Youth - family (parents), education and church. Mentoring, and in particular the development of specific Pacific Mentoring models was identified as a key action project in effecting the educational outcomes for Pacific Youth identified in the strategy.

### 1.6.1 Mentoring Pasifika Style

The practice of mentoring, in terms of the development and creation of relationships has existed in Pacific cultures for centuries. Indeed Pacific tradition is for children to be raised, not only by their parents, but by the whole village. Mentor relationships underpin many of the traditional Pacific societal structures and processes and the importance of community relationships is upheld through the centrality of church and family to Pacific life in modern day NZ.

Perhaps the most significant distinction between young Pacific people and young "Palagi"[9] people is that young people of Pasifika heritage will see themselves not as individuals, but as inextricably linked to their family. Thus, their whole identity is inherently connected with that of the family's, which unlike the nuclear family of western society extends out into aunties, uncles, grandparents and cousins, indeed into the wider community and the church. For a Pacific young person, individual success is attributed to, and is secondary to, the success of the family. Yet this collective way of being, is frequently challenged by the principles of modern day New Zealand society, where individual success takes priority. Thus, a young Pacific person has to constantly move between two cultures, has to have an appreciation of both, and be adept at both, to be successful. However, to do so is not straightforward, and many young Pacific people progress through childhood and adolescence disconnected and finding it difficult to relate to inherently Western systems.

Hence, leading models of Pacific mentoring in New Zealand have discarded the western styled model of 1:1 mentoring in favour of group structures which strengthen and build on Pacific values and beliefs..

Affirming Works "Collective model of Mentoring" embraces the young person's collective way of life; where "upward", "specialist" and "peer" mentors have the potential to influence and engage young people and their families in their own environments, according to their own specific needs. The MenTOA[10] training model developed by Nuhisifa Williams and Efeso Collins is grounded in a Pacific identity, emphasising leadership, fearlessness, strategic thinking and respect, while encouraging the western notions of academic excellence, care, patience and humility. It is a model that has been successfully applied to both the Dream Fonotaga and Massey Mentoring Project Pasifika, aimed at year 11 students at Auckland's lower-decile schools and Massey High school respectively. Both programmes are run from the University of Auckland and both are successful in inspiring and motivating Pacific students to continue at school and ultimately into tertiary education.

A recurring theme in Pacific mentoring is the importance of positive role models who are representative of diverse Pasifika groups, and who can show others that it is possible to succeed. When young people see others of the same cultural group succeed, this has a profound positive impact on both their cultural identity and aspiration levels. By "walking the talk", mentors set the example of what can be achieved. But to have meaning, the role modelling must be within the context of a real and close mentoring relationship, built on trust and reciprocity. The power of such role modelling is very simply brought home by the following anecdote from Bronwyn Williams, co-ordinator for the Massey mentoring project Pasifika.

" We made a change to our retreat programme on the Saturday morning and invited the MenTOAs to speak candidly about the obstacles they faced at school and how they overcame these. The students were surprised and many later commented on how inspirational the session was. The students realised that the troubles they face at school and in their lives were not isolated. They saw the MenTOAs in a different light, and it made them believe that if the MenTOAs could overcome their challenges, they (the students) could too "

Bronwyn Williams, School Partnership Office, University of Auckland

Positive Youth Mentoring that is strongly aligned to appropriate cultural context is paving the way for Pacific young people to claim a cultural identity, a self-identity and an effective and resilient community identity that ensures their positive contribution and success. Over time, a "generational strengthening" is occurring, which promises a bright future, not just for Pacific people, but for New Zealand overall.

- MSD (2005) Pacific Youth Development Strategy www.msd.govt.nz
- Williams, B. Tangi- Metua (2005) The Gift of Dreams; Auckland University Master of Arts Thesis
- Alefaio, S. (2007) Supporting the Wellbeing of Pacific Youth in Culbertson P. and Nelson Agee M., (Eds) Penina Uliuli. Contempary Challenges in Mental Health for Pacific Peoples. University of Hawai'i Press.
- Afeaki-Mafile'o, E., (2007) Affirming Works: A collective model of Pasifika Mentoring in Culbertson P. and Nelson Agee M., (Eds) Penina Uliuli. Contempary Challenges in Mental Health for Pacific Peoples. University of Hawai'i Press.

further
reading and
web-links

# Part 2
## A Guide to Effective Practice in Youth Mentoring

## 2.1 Introduction

In the following sections, we outline two separate, but often overlapping aspects for consideration when discussing effectiveness in Youth Mentoring. In Section 2.2, we outline those characteristics and behaviours that are ideally present for the specific act of Youth Mentoring to be effective. These characteristics have been found to be universally relevant to all types of Youth Mentoring (1:1; group; peer etc) all across the spectrum, from incidental or natural mentoring relationships right through to mentoring relationships that are part of a formal Youth Mentoring programme (Figure 1). They are also characteristics that are not just confined to success in Youth Mentoring, but which apply to any youth work. They are the realities that result from all young people's need to be loved, valued, supported and believed in.

Subsequently, in Section 2.3, we go on to discuss the key factors that should be present to enable effectiveness in running a Youth Mentoring programme. In this case, the principles to be followed are not dissimilar from those which would apply to the establishment of any social organisation that aspires to be sustainable and provide quality service. Clearly, given the main recipients of the social service in this case are young people, who often are already in a position of vulnerability; there is a strong moral and ethical obligation of Youth Mentoring organisations to be extra-diligent in terms of their governance, safety and operating processes. For ease of reference, when returning to use this guide in a practical setting, we have summarised the critical path for establishing a Youth Mentoring programme at the beginning of Section 2.3.

## 2.2 Effective Youth Mentoring

### 2.2.1 What does "Effective" mean?

There is a great deal of knowledge and research evidence to demonstrate the "who, what and how" to be effective. But what do we mean when we say that a particular Youth Mentoring relationship has been effective – what is the "measure of effectiveness"? Surely, it varies from one Youth Mentoring relationship to the next, depending on the original intentions of the mentoring relationship, and the unique challenges, context and journey that the young person in the mentoring relationship has travelled. For example, for young people who are playing truant from school and committing minor crimes, a mentoring relationship which supports them in school attendance and being crime-free can certainly be said to have been effective. However, for a young person who is

**further reading and web-links**

- Rhodes, J.E., (2007). Fostering Close and Effective Relationships in Youth Mentoring Programmes. Research in Action (4) www.mentoring.org/access_research/research_in_action/research_in_action_series/
- Rhodes, J.E. (2002) Making Mentoring Work. Research Corner, Mentor. www.mentoring.org/access_research/making_all/
- www.youthmentoring.org.nz/being_a_mentor/relationship.cfm

already attending school, but is uninterested and disengaged, the measure of effectiveness will be different - in this case perhaps an improvement in school grades, or the acquisition of a particular interest or hobby. So, the measure of effectiveness may be generalised simply to that below:

Some tangible evidence that a young person has moved forward in a positive way, that their resilience, strength of character and ability to travel towards a positive adulthood has increased.
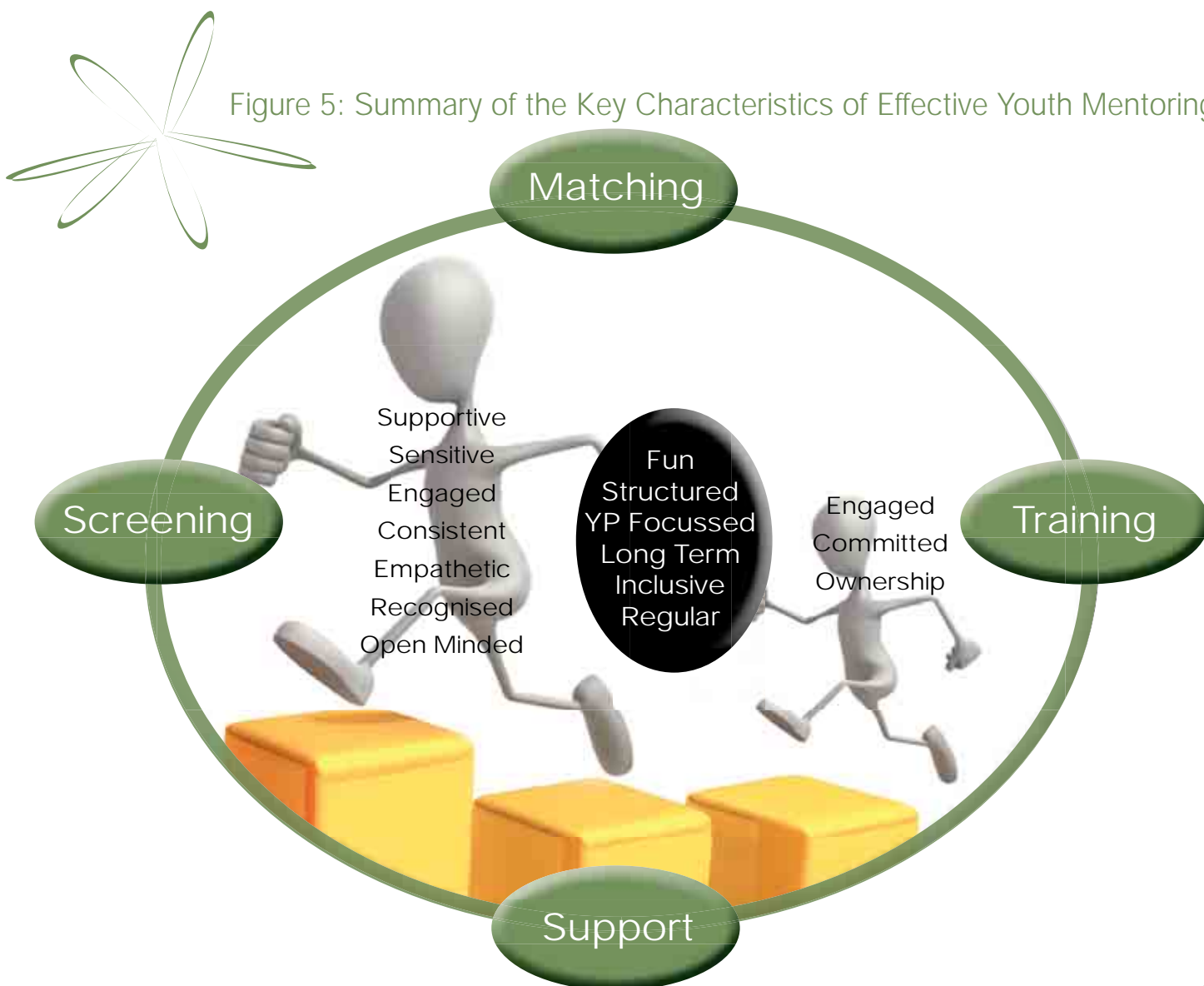
Many in the frontline of Youth Mentoring would agree. But such a general measure of "effectiveness" is often insufficient to satisfy funders. Therefore, tools that measure this movement forward, this positive change, become vital for youth mentors and their organisations in order to justify their existence and their funding streams. Examples of such tools and additional discussion around the issue of evaluating effectiveness are provided in Section 2.3.1.
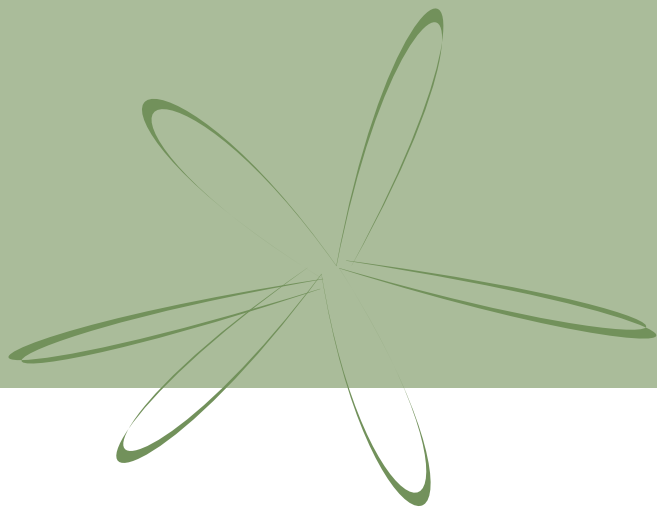
### 2.2.2  Being an Effective Youth Mentor

A wealth of research and practical experience shows the vital ingredient to effective mentoring is a close, trusting and enduring relationship. A number of characteristics of the *Youth Mentoring programme,* the *mentor* and the *young person* have been identified which facilitate the formation of such a relationship. These characteristics are further described in the following sections and summarised in Figure 5 and  Table 1 (see summary).

While the core ingredients that contribute to effective Youth Mentoring are quite well understood, all new relationships should be approached by both Mentors and organisations with humility and caution .

Figure 5: Summary of the Key Characteristics of Effective Youth Mentoring



Matching

Screening

Training

Support

Supportive
Sensitive
Engaged
Consistent
Empathetic
Recognised
Open Minded

Fun
Structured
YP Focussed
Long Term
Inclusive
Regular

Engaged
Committed
Ownership

The characteristics of the *programme* which wraps around the mentor and young person are shown in the green ring. The characteristics that enable the *Mentor* are indicated on the larger person in the drawing. Likewise, those of the young person are indicated on the smaller person. The characteristics and content of the relationship shared by the Mentor and young person are shown in the shared sphere between them. "YP" above in Figure 5 is an abbreviation of Young Person.

### 2.2.3  Characteristics of the Programme

Jean Rhodes' research from the US identifies four programme practices that are essential for strong and effective mentoring relationships. These are:

- **Screening** of potential mentors
- **Matching** mentors and young people according to shared interests
- **Training** mentors with initially more than six hours of quality training; and
- **Supporting** mentors as the relationship is ongoing, with further training and supervision

### 2.2.4  Characteristics of the Mentor

There are a range of attributes, traits and skills that a Mentor needs, to enable a strong, enduring relationship to be formed with their young person. These can include:

- **Prior experience** in helping roles or organisations
- **Sensitivity** to socio-economic and cultural influences in young people's lives
- **Personal efficacy** and consistency in role modelling the skills and positive behaviours desired in the young person ("walking the talk")
- **Self awareness**

The mentor's approach to the relationship is also critical – those that take a prescriptive approach to the relationship, allowing their own goals and aspirations to take precedence are less likely to be effective. A developmental approach is needed, where initially the mentor will drive the relationship, but as the connection deepens, the mentor can allow the young person to play a greater role determining the goals and aspirations for the relationship. Importantly, those who see their role as "to contribute to the child or young person's social and emotional wellbeing" will be more successful than those who are more controlling.

> *"The word "contribute" is used to convey the sense that Youth Mentoring needs to take a strengths-based approach to the children. They are not problems to be fixed or even students to be taught, they are young people with innate capacities and personal strengths to be encouraged. More in the sense of a "garden to be grown" than a computer to be fixed."*
>
> Russell Beal, The Buddy Program, 2007

A common consideration, especially in such an ethnically diverse nation as New Zealand, is whether young people need to be matched with mentors of the same ethnicity? It is reasonable to assume that mentors who have a similar ethnic background will be able to better relate to the young person, and thus develop stronger empathy and trust. On their own, young people will select mentors of the same racial and ethnic background. However, one US study has shown no demonstrable benefit of same-race matching versus cross-race matching. Other factors such as gender, personal qualities and relationship-building skills were found to be more important. Given that mentors from "minority" ethnicities are extremely difficult to recruit, this evidence would suggest that withholding a young person from a mentoring relationship simply due to lack of an ethnicity match would be short-sighted.

However, the issue is complex and often contentious, and much more research and discussion is required before we can definitively say whether same or cross-cultural matching is the same, better or worse. It is likely both have a place in Youth Mentoring, depending on the circumstances. What is clear, is that significant resource needs to be invested to ensure sufficient numbers of volunteer mentors can be recruited from ethnic groups who are often experiencing the most socioeconomic stress and therefore possess the least capacity to contribute, even if the desire to do so is strong.

> *"Committed volunteers who share the Kaupapa of Te Ora Hou are probably a higher priority and harder to source than funds for most Te Ora Hou centres. A national volunteer mentor recruitment campaign that targets Maaori and faith-based communities - providing interested mentors would be very helpful. Lobbying central and local government – and private funders – to provide more support to volunteer mentors through organisations that support, train and supervise youth mentors is also needed."*
>
> Manu Caddie; Te Ora Hou

- Rhodes, J. E., et al., (2003). Same- versus cross-race matches in mentoring programmes: A comparison. Journal of Applied Social Psychology, 32, 2114-2133.
- www.mentoring.org/access_research/race_all/
- www.yess.co.nz/MentoringRoleandQualitiies.html

## further reading and web-links
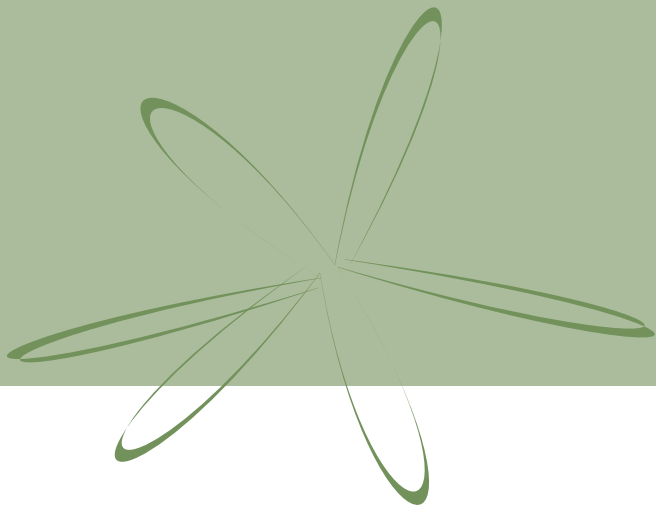
### 2.2.5 Characteristics of the Young Person

To be successful, the Youth Mentoring relationship must be based on reciprocity; that is the young person is an active participant, not a passive receiver. The young person needs to be encouraged to take ownership of the relationship, to be committed to it. For some youth who have experienced dysfunction in their close families and environment, it is initially a huge ask to bring this attitude from the outset. However, with appropriate encouragement and mentor perseverance; and provided the young person wants the relationship to be successful, it will be so.

### 2.2.6 Characteristics of the Mentoring

The structure and content of the mentoring process is important to bring about change. Mentoring is more than simply being a "good friend". Those relationships which are based around moderate levels of structure and activity foster greater benefit than those which are passively supportive. Importantly though, the relationship should be young person focused, so that the young person is jointly involved in the selection of the content, goals and activities of the relationship.

It has also been emphatically demonstrated that the content of the mentoring relationship must be enjoyable – nurturing a sense of humour in both the mentor and young person. Not only is having fun a key part of relationship-building, but it provides young people with opportunities that are often not otherwise available to them.

> "We find that the mentor and young buddy's enjoyment of the relationship is the best indicator of the quality and effectiveness of the relationship. It is a useful bottom line expectation for the diverse range of mentors we attract and it is a predictor to important elements of the relationship - consistency, duration etc. It is a buy in point for the child and the caregiver that doesn't involve a negative; and is the aspect the child (and subsequently the adult they become) is most likely to report as the most powerful."

Russell Beal, The Buddy Program, 2007

As the more experienced person in the relationship, the role of the mentor is to maintain a comfortable balance between having fun, working toward practical goals and exploring emotions. Mentors must do this whilst ensuring they remain sensitive to the young person's circumstances.

Clearly, the content of the mentoring relationship will also be guided by the original outcomes desired as a result of the mentoring process. The degree of influence that this will have on the content and structure of the mentoring relationship will vary depending on whether the objective is a general desire to encourage positive youth development compared to more specific aspirations, for example, improvement in academic performance. If the outcomes desired are quite specific as in the latter example, then the content of the mentoring needs to involve activities and structure which will encourage this, while ensuring that the other important characteristics of the mentoring relationship remain present.

The duration and the frequency of the mentoring interaction has been shown to be a strong determinant of effectiveness. Relationships that last a year or more have greater potential for positive change than those which are shorter. Youth Mentoring relationships that terminate prematurely, due to lack of commitment of either party, have the potential to harm the young person. This is a crucial consideration for any would be mentor, or mentoring organisation recruiting mentors.

## If you're not sure that you can go the distance – then don't even get on the bus.

> "It is more harmful for a young person to have a mentor and lose them, than it is for them to not have a mentor in the first place. So mentors need to be very aware of the commitment they are making. In the first three months, the young person is going to test you, and try and keep you at a distance, push you away, just to see if you're going to stick with them. Be very aware of the commitment you are making, don't take it on lightly – you must believe that you are expanding your circle of friends by one and this belief will enable you to stick with it."
>
> Jo-anne Wilkinson, Foundation for Youth Development

## 2.3    Effective Practice - Running a Youth Mentoring Programme

The activities involved in running a Youth Mentoring programme can be broadly classed into three phases – planning (what you are going to do), execution (doing what you were going to do) and evaluation (checking you did what you intended to do and achieved the outcomes desired, (Figure 6). Each of these phases, and what is involved in ensuring effective practice in each is discussed in the overview below. The NZ national strategies "Agenda for Children" and the "Youth Development Strategy Aotearoa" have been widely embraced by government agencies, NGOs, churches and community groups alike, in order to guide the development of programmes and services that affect children and young people. As indicated in Table 3, an awareness of the highly relevant principles of these strategies is useful in all three phases of implementing a Youth Mentoring programme.

Figure 6: The Three Phases of the Youth Mentoring Programme Lifecycle
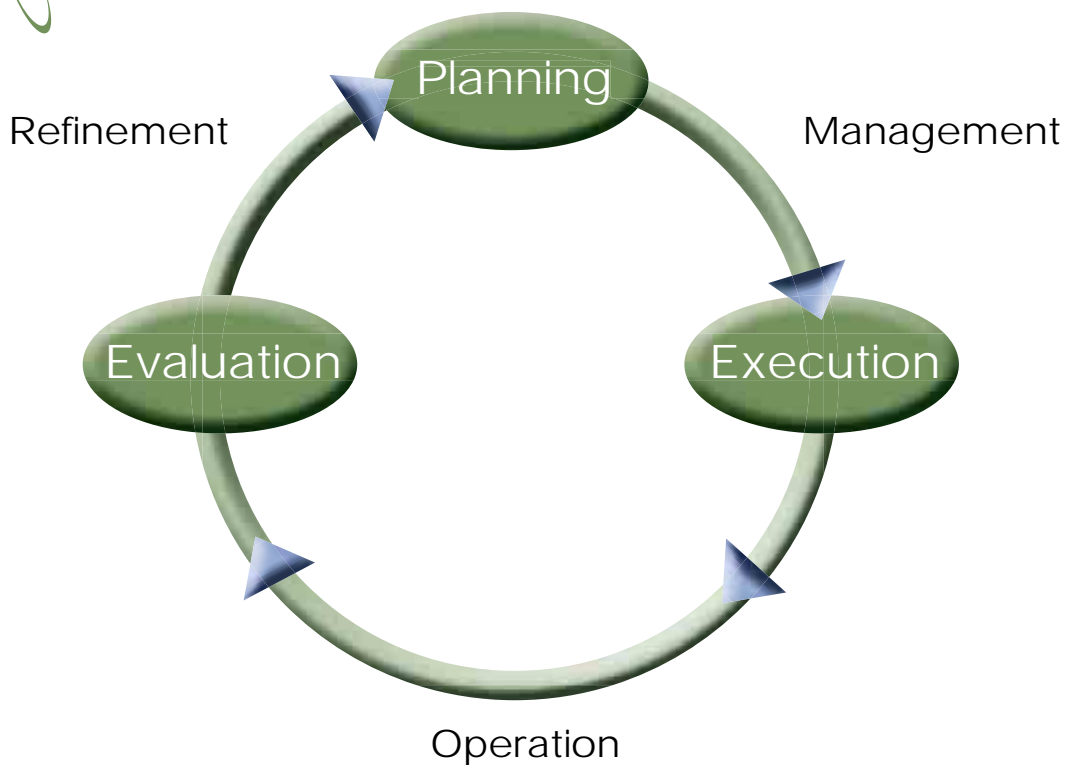
The process of establishing and running a Youth Mentoring programme is summarised in the following flowcharts.
and explained in detail in the subsequent sections.

Table 2. Principles of New Zealand's
"Agenda for Children" and "Youth Development
Strategy  Aotearoa" - Areas of application
and relevance in a Youth Mentoring Programme

| Agenda for Children | Youth Development Strategy Aotearoa | Principle can be applied in: |
|---|---|---|
| Promoting a whole child approach | Youth Development is shaped by the big picture | Planning, Execution, Evaluation |
| Enhancing information, research and research collaboration | Youth Devlopment needs good information | Planning, Evalution |
|  | Youth Development is about young people being connected | Execution |
|  | Youth Development is based on a consistent strengths based approach | Execution |
|  | Youth Development happens through quality relationships and youth participation | Execution |

```
┌──────────────────────┐         ● What need(s) will you meet
│ Define and document  │ ·····   ● Characteristics and needs of young people
│ vision and objectives│ ·····   ● Linkages/synergies to other organisations
└──────────────────────┘         ● Outcomes expected
                                 ● Type of mentoring to be offered
                                   (given outcomes expected)
```

Talk to:
● Other youth agencies in the area, eg. DHB, Schools, CYFS, Youth Mentoring providers

```
┌──────────────────────┐
│ Consultation on vision│ ·····  ● Parents and young people you
│ and objectives        │          want to work with
└──────────────────────┘
```

● Funding bodies eg. Philanthropic Trusts, Government Agencies

**No** ──── ┌──────────────────────┐ ──── **Yes**
           │     Key Question     │
           │  Is your vision and  │
           │  objective realistic?│
           └──────────────────────┘

```
┌──────────────────┐              ┌──────────────────┐
│    Re-assess      │              │   Move onto       │
│    intentions     │              │ operational plan  │
└──────────────────┘              └──────────────────┘
```

**Vision and objectives (from planning phase 1)**

**Operational plan**

- Facilities
- Staffing
- Governance
- Legislation
- Mentor training programme
- Marketing & promotion, volunteer recruitment
- Evaluation Process
- Financials-budgets for next 3 years
- Funding plan

**Key Question Is the organisation sustainable?**

**No**

**Yes**

**Re-assess intentions**

**Evaluation**

- Obtain funding for at least 1 year in advance
- Detailed policies and procedures (see Table 2)
- Staff & volunteer recruitment and review
- Young people recruitment, family buy in
- Regular communication with complementary agencies
- Establish governance
- Continual monitoring of safety

**Evaluation**

- Monthly volunteer, staff and young person reviews
- Operational efficiency at 6, 12 and 24 months
- Outcomes for young people and their families at 6, 12 and 24 months post recruitment of first young person
- Continual monitoring of safety

Vision and Objectives

Operational Plan

Execution

Evaluation

Refine

**No**

Key Question:
Is the organisation safe and nuturing
for young people and their families?

Stop Operations
& Address

**Yes**

Continual Improvement

Key Questions:
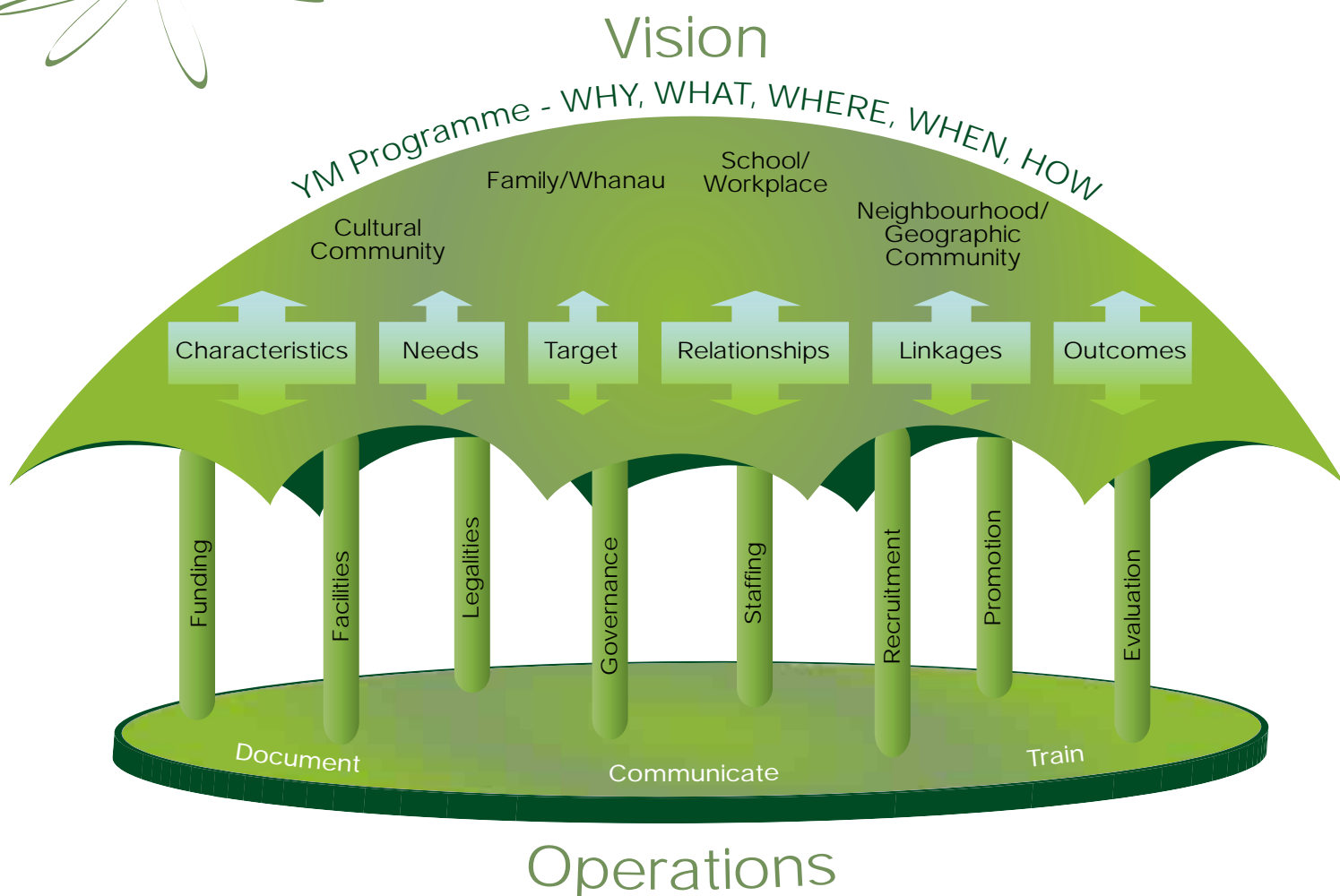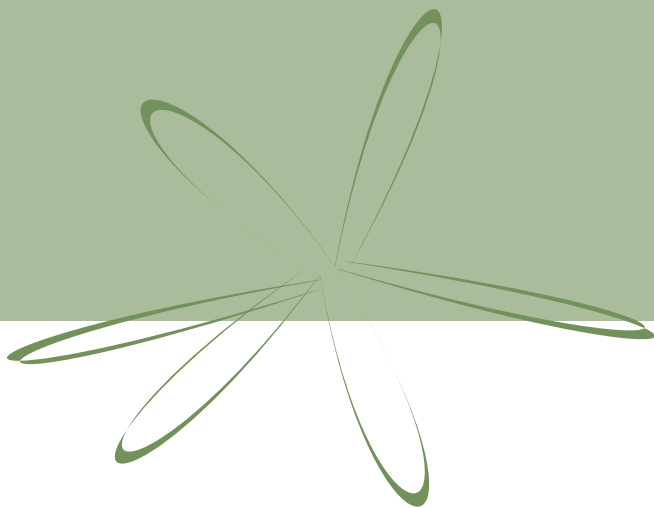Are the expected outcomes
being achieved? is the organisation
sustainable?

## 2.3.2 Planning

It is helpful to think of the planning stage of a Youth Mentoring programme in two parts – *"Vision"* planning which considers why the programme is needed, how it should be broadly designed and what it aims to deliver and *"Operational"* planning, which considers more mundane, but equally important matters such as how the programme will be financed, promoted and managed. Figure 7 illustrates the many contexts, linkages and questions that need to be addressed in the entire planning phase. Throughout the planning process, it is crucial to include and consult widely with your key stakeholders in the community, especially the young people you are planning to serve and other, already existing, Youth Mentoring and youth work providers.

### Figure 7: Planning a Youth Mentoring Programme



**Vision**

YM Programme - WHY, WHAT, WHERE, WHEN, HOW

Cultural Community  •  Family/Whanau  •  School/Workplace  •  Neighbourhood/Geographic Community

Characteristics  •  Needs  •  Target  •  Relationships  •  Linkages  •  Outcomes

Funding  •  Facilities  •  Legalities  •  Governance  •  Staffing  •  Recruitment  •  Promotion  •  Evaluation

Document  •  Communicate  •  Train

**Operations**

## Planning– The Vision

Vision planning is about looking at the "bigger picture". Therefore, it is useful to consider the four social worlds of a young person, as shown in Figure 8.

- Decide and define how the characteristics and needs of these worlds, as they exist in the community, shape the direction and focus of the programme. The young people whom the programme will target should be defined in the light of these characteristics and needs.

- The organisational relationships to each of the four social worlds of the targeted population should also be determined (Figure 8). What linkages will be formed to complementary providers, funders, government agencies? It is also important to consider whether to structure the programme within one of these complementary providers, or as a stand-alone organisation.

- What outcomes can the young person expect as a result of the programme? What outcomes might result for other stakeholders, such as the young people's families, the mentors, schools, local businesses? What are the values that will underpin and guide the programme?

- Given the youth population that the programme is targeted to, and the outcomes desired, it is vital to research and determine the type of mentoring the programme will offer to reach your target group and achieve the desired outcomes – e.g. one to one, group, structured or free-form, career or educational focus, activities-based?

- Where, when and how will the mentoring take place, how often, and how long should the mentor-mentee relationship endure? These are all decisions to be made and documented in the planning stage of a Youth Mentoring programe.

## further reading and web-links

- Martin, L (2002) The invisible table: Perspectives on Youth and Youthwork in New Zealand
- Youth Development Strategy Aotearoa
- www.myd.govt.nz
- www.msd.govt.nz
- Agenda for Children
- www.youthmentoring.com.au
- www.mentoring.org/find_resources/elements_of_effective_practice/
- www.yess.co.nz/SettingupaMentoringProgram.html
- www.yess.co.nz/training.html

Figure 8: The Four Social Worlds of a Young Person

Neighbourhood/
Geographic
Community

School/Workplace

Cultural Community

Family/Whanau

## Planning – Operations

With the big picture in view, and the general approach defined, nuts and bolts planning should address important questions such as:

**Facilities:** What facilities will be required to administer the programme and deliver mentoring?

**Staffing:** What are the key characteristics required in mentors? What will be the source(s) of mentors, and what means will be used to promote the programme and recruit mentors to the programme? What staff will be required to administer the programme? Will the staff and mentors be paid, or volunteers?

**Governance:** How will it be ensured that the programme delivers a safe, quality service? An advisory group/board should be appointed, the type of which will depend on the legal structure of the entity. However, regardless of whatever other functions this group may perform to meet structure and funding requirements, in all cases the priority role for this group is to ensure programme safety and quality.

**Legalities:** At the planning stage it is important to identify which legislation is relevant to the mentoring programme e.g. employment, health and safety, companies and charities acts; financial reporting requirements including Inland Revenue obligations. The Ministry of Social Development together with the NZ Federation of Voluntary Welfare Organisations produce an excellent and detailed guide and tools pack, to help with the legal aspects of the organisation. Both advisory groups and management will need to become familiar with their obligations under the relevant acts. The organisation's plan should consider how this will be achieved.

**Mentor Training:** What training for mentors will be required? Who will perform this training? Training of mentors to enable them to be effective in the mentoring relationship is often the most challenging and costly part of establishing a new Youth Mentoring programme (see next page, "Training Hard"). However, mentor training has been shown to be a crucial part in ensuring the success of the mentoring relationship and that at least six hours of training are important to ensure effective outcomes in Youth Mentoring relationships.

**Promotion:** How will awareness of the programme in the community be raised, to ensure all stakeholders support and participate, i.e. young people, mentors, businesses/funders and families alike.

**Evaluation:** It is crucial to plan how to measure whether the programme has been successful in achieving its objectives. This includes deciding what data will be measured, how it will be collected and how often. Similarly, who will actually quantify and qualify whether goals are being achieved and importantly, by what process will the programme be adapted based on the learnings from the evaluations.

**Finance and Funding:** Given all the above aspirations and characteristics of the programme, what funding will be required to ensure the programme is all it is hoped it will be? A budget for the next three years, which considers all of the possible costs involved in the programme is good practice. The same budget needs to consider sources of income and ways in which programme administrators will communicate and form relationships to secure such funds.

## further reading and web-links

- Victorian State Government (2008); A Guide to Effective Practice for Mentoring Young People www.yough.vic.gov.au
- www.youthmentoring.com.au
- www.mentoring.org/find_resources/elements_of_effective_practice/
- www.yess.co.nz/SettingupaMentoringProgram.html
- www.yess.co.nz/training.html
- MSD and New Zealand Federation of Voluntary Welfare Organisation (2006) keeping it legal. www.keepingitlegal.net.nz

# Training Hard
# Developing a Training Programme

*"When we sat down in 1994 to think about the mentor training for Project K we started with what we wanted to achieve out of the training, what did we want our mentors to be able to do, to learn from the training. We decided on stickability (commitment), an understanding of the needs of adolescents, in particular empathy and the ability to set goals. Those founding principles have not really changed over the decade, perhaps they have morphed and been added to over the years, and are much better articulated and understood organisationally, but this is still principally what we teach. We had a blend of skill sets involved in setting up the training initially – myself from a competency based teaching background (law), Graeme with his outdoor skills-based learning and a psychologist Jenny Hylton, who was able to bring a great deal of knowledge around the types of relationship building, listening, "empathy skills that are needed in a competent mentor". We came up with a programme that enabled the mentors to experience in a compressed format (over two weekends) the wilderness adventure and community project that the young person undertakes at the start of the programme. We soon had to drop these aspects however, as they were simply not sustainable in terms of the amount of time and commitment needed from the trainers. Being out in the wilderness every other weekend to train your mentors is simply exhausting!*



*Then, attracted by the potential to get funding for our mentor training, we worked with Unitec and Manukau Institute of Technology to create a thirteen week university-based mentor training course. The issue with this was that it was too comprehensive, too lengthy, and we couldn't get mentors through fast enough. Plus, it was very academically based; so the mentors were coming to us with a great understanding of the theory, but less skilled in the practical realities of Youth Mentoring. So, we brought the training back into our own organisation, working with Robin Cox, who is well known in the NZ Youth Mentoring field and has written some hugely accessible training guides for the sector[12]. This work brought us close to where we needed to be, but we still saw areas for improvement.*

*So in 2003, we worked with Dr Ann Smith and Blair Gilbert to build on our existing materials and create a programme which is based on four guiding principles: adult experiential learning, reflective learning through personal learning journals, facilitative student centred learning (as opposed to up-front teaching) and role modelling. In effect, our training is split into two parts. In the first part, we spend twenty hours working with would be mentors, helping them understand themselves, their capacity to build relationships, develop their listening skills and empathy. We emphasise that mentoring is about them "increasing their circle of friends by one", and in order for them to do this safely and effectively with a young person, they need to understand themselves before they can understand another. The second part of the training is around the practicalities of the mentoring relationship, that is, providing them with the skills and resources that will enable them to deal with the many different situations that they are likely to come across in the course of their mentoring relationship; for example dealing with drug use, sexuality, interacting with families etc.*

*Ten years down the road, and substantial dollars invested, I can say we're very happy with the format of the training as it is now. However, we believe strongly in continuous improvement, and in addition to our current practice of annual review, we are appointing a youth advisory group who will contribute to the materials on an ongoing basis to ensure they remain relevant and up to date in terms of effective mentor training practice".*

*Jo-anne Wilkinson – Co-Founder Project K and Foundation for Youth Development*

### 2.3.3  Execution

The success of the planning phase, and its usefulness as a programme moves into execution will rely on an organisation's ability to do three things – document, communicate and train staff and volunteers on the content of the plan.  Clear and concisely-written visions, policies and procedures are essential. Table 4 lists the typical documentation, policies and procedures that should be available for any programme. The ability to then communicate and train all participants with the vision and the means by which it will be achieved, will determine a programme's ultimate success.

## Table 4. Key Documentation Required for the Execution Phase of Youth Mentoring Programmes

| Document | Example of Types of Detail |
|---|---|
| **Vision, Purposes, Values and Outcomes** | A discussion of the "Big Picture", the why for, who for and goals of your programme. Code of ethics |
| **Organisational Structure** | Governance arrangements and management team, including specific accountabilities. Reporting structures and means. Mentor roles, volunteer/ paid staff |
| **Finance and Funding** | Expected budget for at least 1 year, preferably 3 years. Income sources. Contracts/memorandums of understanding for programme sponsors. Define financial management systems e.g. purchasing, expenses, wages etc |
| **Mentor** | Recruitment, screening, orientation and training, matching process, ongoing support and supervision, reporting, recognition, performance review, closure mangement, code of behaviour |
| **Young Person** | Reciprocal expectations, identification, communication, privacy |
| **Issue Resolution - Mentor** | Dealing with complaints, smoking, substance abuse, poor  performance |
| **Health and Safety** | Child safety policies, risk assessments, reporting incidents and accidents |
| **Issue Resolution - Young Person** | Low commitment, complaints, dishonesty, smoking and substance abuse dealing with suspected abuse/harrassment of young person |
| **Evaluation** | Data to be collected, means of collection, individual responsibilities, training. mechanism of feedback and mode of organisational response |

## further reading and web-links

- www.youthmentoring.org/tools/index.cfm

## 2.3.4 Evaluation

There are two key areas of performance that should be tracked in a Youth Mentoring programme – *operational* and *outcomes.*

**Operational Performance** includes examining whether the systems, processes, procedures are optimised to provide the most safe, efficient and cost effective service. The types of data that are measured are reasonably standard, regardless of the type of Youth Mentoring programme and include:

- Costs per Mentor relationship
- Number of matches
- Percentage of completions
- Duration of matches
- Numbers of volunteers
- Future period for which funds are already available
- Number and types of linkages with other providers

### Outcomes Monitoring - "Hard" vs. "Soft"

Outcomes evaluation involves examining whether the original goals of the programme are being achieved through providing the service. The type of data and indicators used for outcomes monitoring will vary depending on what the original objectives were for the programme. For example, a programme whose goal is to improve entry into tertiary education, will measure the number of participants who entered such institutions.

Outcomes evaluation is the hardest and most controversial aspect of assessing whether or not a Youth Mentoring programme is effective and therefore worthwhile. The success of any outcomes evaluation will largely depend on how realistic the programme providers were when they devised the programme and set its aspirations.

Government agencies, businesses and funders care most about outcomes that have high socioeconomic impact. So, it is common to look for and assess indicators such as improved school qualifications and school attendance, a fall in criminal activity, or increased employment participation rates as a result of a Youth Mentoring programme. However, all of these indicators are affected by a multitude of contributing influences from the young people's lives, and the strength of influence will be different for each young person. Given the variability in circumstances for every participant, separating out programme effects is not easy. So it is not surprising that studies which compare Youth Mentoring participants to "control groups" of non-recipients, struggle to show significant statistical change in these indicators. Young people are not widgets in a laboratory setting, there is *no control group.*

Given the fundamental objective of Youth Mentoring is, " to form a *relationship….* so that the young person is supported and their capacity to make positive social *connections* is increased[12]", then to truly measure the effectiveness of a Youth Mentoring programme, we need to be able to measure both the strength and quality of the relationships formed, and the extent to which a person's positive social connections have improved as a result of that relationship. Table 5 and Figure 9 illustrate the type of behaviours or "protective factors" which distinguish those young people who are capable of making positive social connections in their worlds . These are the essential elements of resiliency building, and they can mitigate negative and stressful experiences and enable young people to overcome adversity. However, these are "soft" attributes or outcomes, which are traditionally exceptionally hard to measure, because success can be exhibited in so many ways. Useful tools do exist however,  some of these are shown in the further reading box on page 41.

## Table 5. Protective Factors that Foster Resiliency in Young People

| Skill Area | Example |
|---|---|
| **Relationships** | Able to form positive relationships |
| **Service** | Gives self in service to others and/or a cause |
| **Life Skills** | Good decision-making, assertiveness and conflict resolution skills |
| **Humour** | Has a good sense of humour |
| **Perceptiveness** | Has insight into understanding people and situations |
| **Independence** | Able to distance from unhealthy people and situations |
| **Positive view of personal future** | Confident of ability to achieve goals |
| **Flexibility** | Able to adjust to change and cope with situations |
| **Love of learning** | Has capacity for, and connection to, learning |
| **Self-motivation** | Has internal initiative and positive motivation |
| **Competence** | Is "good at something" |
| **Self-worth** | Has feelings of self-belief and confidence |
| **Spirituality** | Has personal belief in something greater |
| **Perseverance** | Keeps on despite difficulty/not giving up |
| **Creativity** | Expresses self creatively through personal endeavour |

Adapted from Peters, J and Thurlow I. (2003)

## Figure 9: Positive Youth Development– The Social and Behavioural World of a Connected Young Person



Good Social Skills

Neighbourhood/ Geographic Community

Seeks Support

Strong Identity

Cultural Comminity

Productive

School/ Workplace

Involved

Desire to Learn

Healthy Lifestyle

Family/ Whanau

Supportive Friends

Resilence

- Peters, J and Thurlow I. (2003) Building resiliency in youth : a handbook. Essential Resources Educational Publishers
- Jucovy L., (2002) Measuring the Quality of Mentor-Youth Relationships: A Tool for Mentoring Programmes. Northwestern Regional Educational Laboratory/Public Private Ventures. Download from www.ppv.org/ppv/publications/assets/130_publication.pdf
- Soft Outomes Universal Learning - The SOUL record. www.theresearchcentre.co.uk/soul/index.html

further
reading and
web-links

# An Evolution of
## Evaluations - PILLARS

International research shows that children with a parent in prison are seven times more likely to commit a crime than their peers. In Canada, close to 60% of prisoners are children of parents who were themselves prisoners. Further, children of prisoners are three times as likely to experience a multitude of emotional, mental and physical health issues and experience a sub-standard quality of life compared to their peers.

PILLARS' aim, simply stated, is to provide support services in the form of social workers and mentors to children and families to break the cycle of intergenerational offending. Based in Christchurch since 1998, the group has recently established operations in Auckland, with the view to providing services nationwide in NZ over the coming years.

A simple glance at PILLARS' website confirms that the organisation has long held evaluation of services and impact as a priority.  Says Verna McFelin, PILLARS founder  "I am a very black and white person.  I need to see the evidence and the data that something works before I will embrace it. So, I guess that's why evaluation has always been important to our organisation. But as well as that, we've also been really careful about the staff and co-ordinators that we recruit. Staff have to buy into evaluation, and see the value of it for it to work. And we really limit how much of a burden we place on our mentors in terms of evaluation. They are volunteers, and we want them, and they want, to focus on the job of mentoring the young person – so our paid co-ordinators or our social workers do most of the evaluation tasks."

Regular evaluations of both operations and outcomes (at least once every five years), have enabled PILLARS' services and programmes to continuously improve and evolve. But even a founding commitment to evaluation and learning is sometimes not enough. "We found at the time of our New Beginnings evaluations in 2005 and 2006 that the externally imposed changes in our programme were happening way faster than we could evaluate what the changes meant and how we should adapt. For example, funding for one programme was stopped, while that for others was increased – this meant we needed to change, to adapt, but we couldn't get the evaluations done fast enough to tell us how and what needed to change. So, we called 'time out' and during 2006/2007 ran a skeleton programme with the matches we had on our books and as they exited, they weren't replaced. This gave us the opportunity to implement and review our mentoring programme for the children of prisoners and the wraparound programmeme for their parents  and bring it into line with international standards – and we believe we have exceeded this.  Our funders were very supportive of our decision to take this direction. They could see that it would only result in a much improved service and ultimately better outcomes for our children and families".

PILLARS' review took 12 months of many meetings with staff, including social workers, who had been working with children of prisoners from between 2 – 20 years, and close collaboration with researcher Kaye McLaren. Significantly, the work has resulted in the development of the McCureb Assessment Tool, which measures the change made by every child and their family during the mentoring match in 11 life domains. The Tool, which measures both "hard" and "soft" outcomes in the child and their family environment is currently being tested and validated prior to publication, but will be the only tool available of its kind internationally.

Verna McFelin and Karen Currie, Founder and Programme Manager, PILLARS Inc.
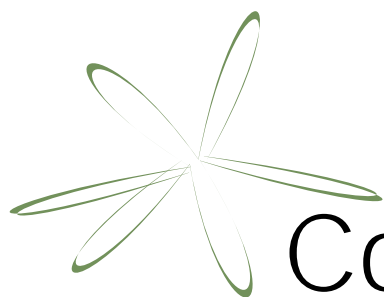
# Conclusions

Opinions about Young People and their situation today
vary from the very optimistic to the deeply pessimistic.
Depending on the evidence and the perspective,
young people are having the time of their lives
- or struggling with life in their times[13]

Youth mentoring can enrich a young person's life, no matter where they find themselves between these two extremes. Perhaps it is this most powerful aspect of Youth Mentoring that means its contribution to youth development in New Zealand is growing in importance. Opportunities abound, as internationally, governments of all political persuasions begin to recognise the potential for Youth Mentoring to effect widespread social change.

But we must also be cautious with this enthusiasm. Because of its reliance on an enduring relationship, effective mentoring cannot be contracted as a 'quick fix' within a short time frame. Relationships cannot be bought, forced or guaranteed; yet without a relationship, there will be little impact. So, while government agencies can be useful in supporting and facilitating programmes to initiate the service, ultimately the young person must be able to choose whether a relationship will endure and therefore be effective.

Additionally, the NZ Youth Mentoring sector is still relatively small and fragmented. Important challenges are still to be met for Youth Mentoring to be a real catalyst for social transformation in NZ. These include improved access to consistent and enhanced funding streams, increased public awareness; which in turn will increase the number of volunteer mentors; and enhanced communication and coordination between providers to share resources and learning. The Youth Mentoring Network have come together to support the sector in meeting these challenges and to support the ongoing development and impact of Youth Mentoring in New Zealand.

For example, the call for some kind of nationally co-ordinated approach to mentor training in New Zealand, which would enable greater quality and save time and cost, was a recurring theme that appeared in the New Zealand sector consultation undertaken in producing this guide. Larger organisations, who have invested significantly in creating highly effective mentor training, could potentially add greatly to the establishment of a nationally co-ordinated youth mentor training programme. However their primary focus is rightly on the management and running of their own programme, (as is the case for all Youth Mentoring programmes). It is arguable that what is needed is a concerted effort by the Government, funders and a co-ordinating body to facilitate the capture of best practice training nationwide and incorporate it into a nationally co-ordinated training programme, that returns value both to the originating organisations as well as contributing to the sector as a whole.

The area of evaluating success in Youth Mentoring programmes is still fraught with controversy and difficulty. In meeting their need to demonstrate that their financial support has delivered positive change, funding bodies tend to focus on "hard" measurable outcomes such as school grades, employment and crime rates. The reality is that many of these "hard" outcomes are dependent on a complex interplay of a multitude of social circumstances in the young person's life, many of which are beyond the influence of most Youth Mentoring programmes. There can be no doubt however that if a Youth Mentoring programme results in the nurturing and strengthening of a young person's resiliency factors (TABLE 5, FIGURE 4), then it has increased the chance that the young person will overcome adversity and achieve positive life-outcomes. In short, the Youth Mentoring has been successful.
The challenge is to agree with governments and funding bodies on some reliable, consistent and quantitative ways to measure the extent to which such resiliency factors have been increased.

Whilst these discussions come to life, we have no doubt the New Zealand Youth Mentoring sector will continue to evolve and expand. It will be particularly exciting to see how services will adapt or emerge to take advantage of the communication opportunities presented by the internet and 3G/broadband mobile - technologies which have been embraced so easily and rapidly by young people of all ages. E-mentoring programmes that utilise these technologies to a greater or lesser extent have already taken significant hold in the US, although there is still much to learn about their effectiveness, challenges and advantages[14]. Here in New Zealand, organisations or individuals desiring to move into this sphere can no doubt learn a great deal from youth development organisations such as Youth Line, who have successfully mentored and counselled young people via the telephone and internet.

Finally, we reflect on the recent words of Hon Nanaia Mahuta, New Zealand's Minister for Youth Affairs at the time of writing this Guide.

You (Young People) are the future of this country, and we value you. You are one of our great natural resources[15].

By continuing to strive to ensure our contribution to Youth Mentoring is the very best it can be, we hope to nurture and support these great natural resources to live to their full potential.
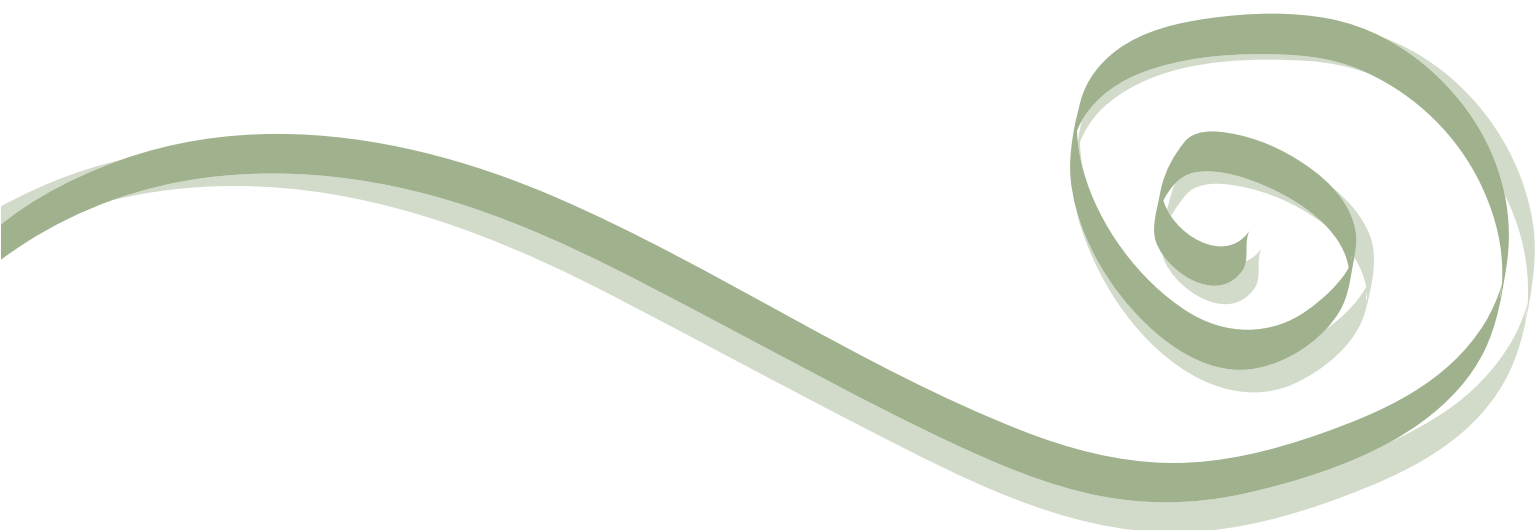
# Footnotes

1. In a web browser, go to www.google.com and type in "define: Youth Mentoring". "Wikipedia" is a widely used, user edited, variably accurate, electronic repository of common knowledge.

2. Sue Farruggia; unpublished.

3. Cultural diversity was most often cited as the foremost unique context and challenge in NZ in feedback from Foundation for Youth Development, BGI Challenge for Change, I have a Dream, Family Works Presbyterian Support.

4. Maaori, first people of the land – a Te Reo equivalent to "indigenous".

5. Non-Maaori, who belong to the land by the right of the Treaty of Waitangi.

6. circleofcouragenz.org/index.htm presents a useful overview.

7. For further detail on Te Ora Hou and the Maia model, please visit www.teorahou.org.nz

8. Talanoa means to have a conversation, to relate something, or simply to "talk a story".

9. Palagi is the Samoan word for a white person. The word has been adopted by other Pacific cultures and has gained widespread use throughout much of New Zealand in a similar way to the Maaori term Pākehā.

10. MenTOA is a fusion of the word mentor, meaning wise counsellor/teacher and the pan-Polynesian word TOA meaning, in this context, "warrior". The fusion of the two words recognises that the Pacific mentor/student worldview in New Zealand is informed by two, often opposing cultures.

11. The theories and research from psychological disciplines are generally agreed to be highly relevant to mentoring relationships, these include attachment theory, resilience, self-esteem, self-efficacy, positive psychology and relationship development.

12. See the definition of Youth Mentoring, Part 1.

# Footnotes

13.    Eckersley R., et al. (2006) Being Young - never better or getting worse?
       Vic Health Online http://www.vichealth.vic.gov.au/Content.aspx?topicID=33


14.    Rhodes J.E. (2004).  Online mentoring - The promise and pitfalls of an emerging approach.
       Research Corner, Mentor.  www.mentoring.org/access_research/online/


15.    Hon Nanaia Mahuta, NZ  Minister of Youth Affairs.  Working together for the young people
       of New Zealand.  Keynote address to the UNCROC Forum.  August 2006.
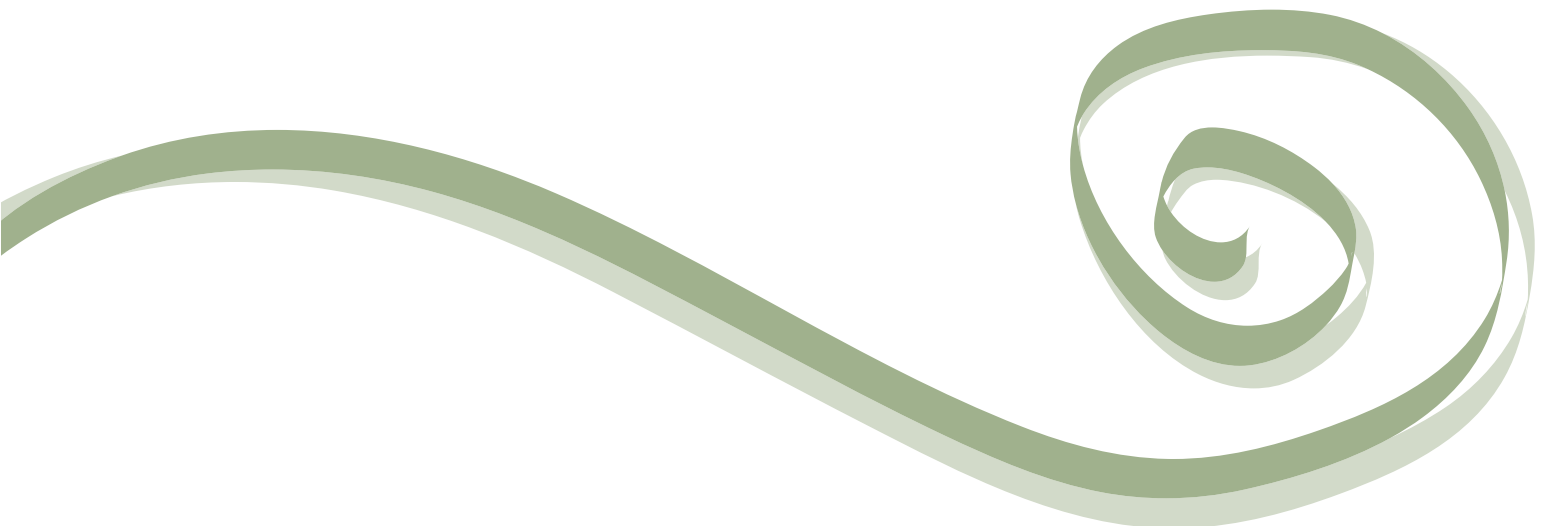
# Appendix 1 - Summary
## of Youth Mentoring Programmes in New Zealand

Table 1 on the following two pages provides a brief overview of the many structured Youth Mentoring programmes available in New Zealand at the time of writing. Three programmes have strong linkages to overseas models, and although adapted to a local context, benefit from access to an international network. Such programmes are noted with an asterisk (★). The abbreviations SBM and CBM mean School and Community Based Mentoring respectively.

Up to date, detailed information, including contact details for each programme, can be found at The Youth Mentoring Network's website (www.youthmentoring.org.nz).

# Appendix 1- Summary of Specialist YM Providers in NZ

| Provider | Programme | Age (yrs) | Formed | Location |
|---|---|---|---|---|
| Affirming Works | General<br>Tupúanga<br>Bounce Primary<br>Bounce Higher | 8-19<br>15-18<br>5-12<br>6-18 | 2001 | South Auckland |
| Big Brothers Big Sisters | Big Brothers<br>Big Sisters | 6-18 | 1996<br>(NZ) | South Island, Whakatane, Hamilton & expanding |
| Big Buddy | Big Buddy | 7-12 | | Auckland |
| Boys and Girls Institute | Challenge for Change | 9-13 | 1988 | Wellington |
| Brothers in Arms | Brothers in Arms | 10-16 | 2006 | Auckland |
| C.A.R.E Services Trust | | 12 plus | 2002 | Hamilton |
| Cross Power Ministries Trust | 274 Youth Core | 7-25 | 2001 | South Auckland/Manukau |
| First Foundation | First Foundation | 16-20 | 1988 | Auckland, Wellington, Christchurch |
| Foundation for Youth Development | Project K | 13-15 | 1995 | Auckland, Wellington, Christchurch, Dunedin, Waikato, Hawkes Bay |
| Foundation for Youth Development | Stars | 13 (year 9) | 2000 | Auckland, Kaikohe, Manukau, Hamilton, Hutt Valley, Porirua, Christchurch |
| He Ara Tika | He Ara Tika | 13-16 | 1999 | Northland |
| I have a Dream | I have a Dream | School Class "Adopted" at age 8 | 2003 | Mt Roskill, Auckland |
| North Shore Life Centre | Carabiner | 16-26 | | North Shore, Auckland |
| PILLARS INC. | PILLARS | 5-18 | 1996 | Christchurch & Auckland (Emergent) |

| Mentoring Type | Additional Activities /Programme | Targeted Groups |
|---|---|---|
| SBM & Education, resiliency focus. CBM for bounce higher | Social work and YTS services combined with mentoring (collective model of mentoring) | Pacific Island led, primary PI focus, but inclusive of all |
| CBM and SBM, 1:1 mentoring, once weekly | | |
| CBM: 3hrs/week 1:1 mentoring over long term (lifetime) | | Fatherless boys |
| CBM, 1:1 and group | Family support e.g. 10 wk parenting programme; social work | Schools, police, youth aid, CYFS and community agencies refer young people with moderate to high needs |
| CBM: at least 1/2 day week | | Youth who want to make a change in their lives, with behavioural, learning and social difficulties, generally referred by social workers or police |
| CBM, 1:1 and group | Monthly get-together | Linking disabled youth with disabled adults |
| CBM, 1:1 monthly, Six-weekly meetings with all students and student co-orgintors | Mentoring, leadership, community Service | Decile 1-4. young women who show leadership potential, but who need one-on-one support in order to achieve at a high level |
| SBM, 1:1, weekly | Scholarship, work experience, mentor | Tertiary students who are financially disadvantaged from decile 1-3 secondary schools |
| CBM/SBM | Outdoor (wilderness acivitiy), community challenge prior to consolidation | Students whose self confidence is below school mean, also kura kaupapa Maaori & Pacific programmes to be launched 2008 |
| SBM, Peer mentoring groups of 4 year 13 Peers to 16 year 9s | Single period/week. initial adventure camp, community project, mystery tour | Year 9 transition, year 13 leadership |
| CBM, 1:1, or small group | | Maaori |
| SBM, 1/1 and group | Mentoring, tutoring, tuition assistance for single class from primary to secondary and tertiary | Children from Wesley primary moving to Mt Roskill Grammar |
| CBM, 1:1 and group | | Young people living with disabilities |
| CBM, 1:1, 2-4hrs fortnightly, contact once a week | Wrap around service including assigned social worker and other family support | Children with an incarcerated parent |

# Appendix 1- Continued....

| Provider | Programme | Age (yrs) | Formed | Location |
|---|---|---|---|---|
| Numerous High Schools | Peer Support | 13-14 | 1980's | Pan-NZ |
| Presbyterian Support Family Works | Synergy Youth Mentoring | 8-12 | 2002 | Blenheim, Marlborough, Picton, Renwick |
| Presbyterian Support Family Works | Youth Mentoring | 4-12 | 1992 | Canterbury, Otago |
| Presbyterian Support Family Works | The Buddy Program Great Mates | 4-12 (buddies) 9-15 (great mates) | 1992 | Otago |
| Te Ora Hou | Te Ora Hou | 7-24 | 1974 | Whangarei, Gisborne, Hastings, Wanganui, Blenheim, Motueka, Christchurch |
| The Village Community Services Trust | | 16-20 | 2004 | Auckland |
| Turn your Life Around (TYLA) | Turn your Life Around (TYLA) | 10-16 | 1998 | Mt Roskill,Avondale, Otago (Auckland) |
| University of Auckland | Dream Fonotaga | 16-18 | | Auckland |
| University of Auckland | Massey Mentoring Pasifika | 16-18 | | Auckland |
| University of Auckland & Great Potentials Foundation | Mates | 16-18 | 2002 | Auckland |
| YWCA | Future Leaders | 14-19 | 2002 | Auckland to Far North |

| Mentoring Type | Additional Activities /Programme | Targeted Groups |
|---|---|---|
| SBM, Peer mentoring Year 13 students mentor Year 9 | Meet generally weekly | |
| CBM, 1:1 two hrs/week, away from child's home | Big group get togethers twice a year, smaller get togethers informally between mentors on occasion | |
| CBM, 1:1 two hrs/week | | |
| CBM, 1:1, 2hrs weekly | | Children and young people who have been assessed as being in need of support and encouragement from a positve adult friend |
| CBM, small group, large group club Contact 2-3 times/wk | Wide range, varying in each centre - including schools for teenage parents, youth offending prevention programmes, alternative education and truancy services, political activism and community service | Mostly rangatahi Maaori and Pacific Island youth living in communities experiencing high levels of economic deprivation (but often high levels of social capital) |
| CBM, 1:1 with some group, meet on weekly basis | | Pacific youth |
| CBM, 1:1 and group | Holistic, wrap around programme - social worker support, education, goal setting, family support, literacy, cultural sport, careers/transition | At risk of serious offending |
| CBM, group | Mentoring & tutoring at school by tertiary student | Yr 13 Pacific Island students from Decile 1-3 schools who show potential to go on to tertiary education |
| SBM, group | Mentoring & tutoring at school by tertiary student | Yr 12-13 Pacific Island students at Massey high school who show potential to go on to tertiary education |
| SBM, 1:1 and team | Mentoring & tutoring at school by tertiary student | Yr 12-13 students from 10 lower decile schools who show potential to go on to tertiary education |
| CBM, 1:1 monthly, Six-weekly meetings with all students and student co-orginators | Mentoring, leadership, community Service | Decile 1-4. young women who show leadership potential, but who need one-on-one support in order to achieve at a high level. |

# Appendix 2

## Summary of Further Reading and Web-Links

## What is Youth Mentoring?

- **Rhodes J.E. (2004)** Stand by me – the risks and rewards of mentoring today's youth; Harvard University Press.
- **Phillip, K (2007)** Mentoring and young people
- **Freedman, M. (1999)** The Kindness of Strangers : Adult Mentors, Urban Youth, and the New Voluntarism. Cambridge University Press
- www.youthmentoring.org.nz/being_a_mentor/
- www.mentoring.org/mentors/about_mentoring/
- www.yess.co.nz/Mentor.html

## Settings for Youth Mentoring

- **Victorian State Government (2006)**; A Guide to Effective Practice for Mentoring Young People 2005-2008 www.youth.vic.gov.au
- www.youthmentoring.org.nz/being_a_mentor/settings.cfm
- www.mentoring.org/mentors/about_mentoring/mentoring_settings/
- www.yess.co.nz/Mentor.html

## VIPs and Mentoring Young Children

- **Chen et al., (2003)** Beyond parents and peers:  the role of important non-parental adults (VIPS) in adolescent development in China and the United States. Psychology in the Schools, Vol. 40(1)

  (download from www.youthmentoring.org.nz/content/docs/bush_dong.pdf)
- www.yess.co.nz/DifferentStagesofDevelopment513.html

## Types of Youth Mentoring programmes

- **HRC (2008),** Human Rights Commission:  Tüi Tüi Tuituiä, Race Relations report
- www.youthmentoring.org.nz/being_a_mentor/settings.cfm
- www.mentoring.org/mentors/about_mentoring/mentoring_settings/

## Maaori Models of Mentoring

- **Best, E. (2005)** The Whare Kohanga and its Lore. Wellington, Te Papa Press. (First published 1929)
- **Hemara, W. ( 2000)** Maaori Pedagogies: A View of the Literature. Wellington, NZ Council for Educational Research.
- **Mead, H. M. (2003)** Tikanga Maaori: Living by Maaori Values. Wellington, Huia Publishers
- **Moon, P. (2003)** Tohunga: Hohepa Kereopa. Auckland, David Ling Publishing
- **Royal, C. T. A. (Ed.) (2003)** The Woven Universe: Selected Writings of Rev. Maaori Marsden. Otaki, The Estate of the Rev. Maaori Marsden
- **Stirling, E. & Salmond, A. Eruera (1980):** The Teachings of a Maaori Elder. Wellington, Oxford University Press.
- **Brendtro et al., (2001**) Reclaiming Youth at Risk: Our Hope for the Future. Solution Tree.
- **Durie, M. (1985)** A Maaori Perspective of health, Journal of Social Science and Medicine, 20, 5, 483-486.

# Appendix 2
## Summary of Further Reading and Web-Links

## Pacific Youth Mentoring

- **Williams, B. Tangi- Metua (2005)** The Gift of Dreams; Auckland University Master of Arts Thesis
- **Alefaio, S. (2007)** Supporting the wellbeing of Pacific Youth in Culbertson P. and Nelson Agee M., (Eds) Penina Uliuli. Contempary Challenges in Mental Health for Pacific Peoples. University of Hawai'i Press.
- **Afeaki-Mafile'o, E., (2007)** Affirming Works:  A collective model of Pasifika Mentoring in Culbertson P. and Nelson Agee M., (Eds) Penina Uliuli. Contempary Challenges in Mental Health for Pacific Peoples. University of Hawai'i Press.
- **MSD (2005)** Pacific Youth Development Strategy www.msd.govt.nz

## Characteristics of Effective Youth Mentoring

- **Rhodes, J.E., (2007).** Fostering Close and Effective Relationships in Youth Mentoring Programmes. Research in Action (4) www.mentoring.org/access_research/research_in_action/research_in_action_series/
- **Rhodes, J.E. (2002)** Making Mentoring Work. Research Corner, Mentor. www.mentoring.org/access_research/making_all/
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# Acknowledgements

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