

ETHIOPIA

Students-to-Students: Mentoring & Tutoring Service on CRC & Life skills to Primary School Children Using Second- ary School Students

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1. Frame of Reference

Ethiopia is the second largest countries in Africa in terms of population size and with diversified culture, linguistic composition and large ethnic compositions. The total area of the country is about 1.1million square km and the projected population of the country for July 2007 was 77.1 million (CSC, 2009). Ethiopia is a home to about 80 ethnic groups that vary in population size from 1000 to about 18 million persons.

General education is free in Ethiopia. The education system/structure is 8-2-2 which is eight years primary education with two cycles (1-4 first cycle and 5-8 second cycle), two years general secondary education (grade 9-10 first cycle of secondary) and two years preparatory education for tertiary (grade 11-12 second cycle of secondary). After general education certification examination students go to either to preparatory education (11-12) or to different fields of Technical & Vocational and Training education. Briefly, the Ethiopian education system has Kindergarten, primary education, secondary education, technical and vocational training, higher education and non-formal education which are integrated with basic education. There are national examinations at grades 8 and 10, and entrance examination for higher education after completing grade 12. Primary education is given in nationality languages and English taught as a subject starting from grade one.

Ethiopia ratified the CRC in 1991 and incorporated it into the country's constitution. Child rights are reflected also in different policies regarding education and

health. The convention was translated into the working language of country, and it was distributed to regions and sector bureaus (Wickenburg et.al, 2009).

South Nations, Nationalities' and People's Regional State is one among the nine federal states in Ethiopia. South Nations, Nationalities' and People's Regional State has more than 15 million populations. It has 14 Zones, 4 special Woredas (districts) and one city administration (Hawassa which is the capital city of the regional state).

In SNNPRS besides ratification of the convention, CRC is included in curriculum and has a big share in Civic and Ethical education lesson which is provided in all grades, child rights protection clubs, students unions, child parliaments are established in schools.

Concerning the education system it is more or less similar, but as an independent state the region decided the medium of instruction of upper primary (5-8 grades) school from nationality languages to English.

Hawassa is the capital city of the South Nations, Nationalities & peoples Regional State. The City Administration has 83, 134 students in 116 schools. Among these students 67, 373 are primary school students who are getting their schooling in 89 schools. Though students in these schools are benefiting from the convention and clubs established for these purpose, they still lack making CRC part of their day to day life. Therefore, many students in the above schools are not exercising their rights because the lack of knowledge or information on the child right. Besides, they do not know what subject they should study, which stream they should select (most of them have no idea about each streams), how to study and being competent as they grow up. Moreover, they are vulnerable to physical and psychological disasters. These show us that these students need some kind of guidance and support from grown peoples to some periods of time.

Thus, the purpose of this project is to enhance students' awareness on their rights, to improve their life skills and academic competency through mentoring and tutoring service. Particularly to introduce the strategy of mentoring and tutoring as another option to advocate child rights in a school system. To implement this purpose some students were selected from a High School (Hawassa Tabor Secondary and Preparatory School) to give a mentoring and tutoring support to lower primary school students. The first activity was selecting around twenty students (to serve as mentors) from Hawassa Tabor Secondary and Preparatory School (grade 12) next we selected a Lower Primary Schools among 32 Governmental Primary Schools in the Hawassa City Administration then we gave training to would be mentors, mentee representatives, coordinators and principals on how to implement mentoring & tutoring service and finally commence the project implementation.

2. Purpose

The overall objective of the project is to create students awareness on CRC, build their social and psychological confidence and to improve their academic achievement through the introduction of mentoring and tutoring service. More specifically to provide someone who could be positive role model to students, to enable students to get knowledge and understanding about the other social part/family, and to make a child better performer in school as well as out of school. The purpose of the project goes beyond individual mentee's benefit. It makes every effort to create mutual benefit between mentors and mentee children, to create link or network between secondary and primary schools, to create motivated children, to give wide experience to mentors about the Social, Political and Economic situation of the country as well as the world, to lay foundation on the CRC and to strengthen tolerance and understanding between school community.

2.1 Intended output

A well organized training manual is prepared, 16-20 mentors are trained and good mentoring environment is created to mentors and mentees. A school and mentees children are selected, workshop for mentors, teachers, parent teacher association members (PTA) and principals is organized, and introduction between mentors and mentees is took place.

2.1.1 Indicators

- manual and guidelines are printed and distributed
- 20 student mentors are trained
- 95% of the trainee will show their satisfaction on the training
- More than 90% will give positive reflection on manual and mentoring guideline quality.
- warm welcoming and support from most of the stockholders
- workshop will be conducted
- mentors, teachers, principal and mentees will be introduced

2.2. Intended outcome

At the end of this project CRC will be part of the school curriculum, the number of visionary and self confident students will be increased by 75% and most of the students' performance and their understanding towards CRC will be improved.

2.2.1. Indicators

- their level of understanding about CRC and mentoring process increased by 80% (assessment evaluation using questionnaire at the beginning and end)

- mentoring action plan could be prepared by mentors at the end of the training
- More than 90% satisfaction on mentoring and tutoring service
- Develop long term vision.
- self confidence (in classroom participation, debate and asking their rights in and outside school etc.) will be developed
- Dropout and repetition rates of the school decreased by 80%, and a rate of promotion will be increased by 95%
- Their life skill capacity will be improved (new experience and learn new skills through the relationship with a mentor).
- Certificate

Table 1: Name of the schools and their present data

Present Data	Edgetbandenet Primary school	Hogoba Primary school
Teachers	16 (female)	45 (14 male 31 female)
students	1-4 (grades) 253 boys + 388 girls = 641	5-7 (grades) 448 boys +672 girls = 1120
Grades	1-4	1-4 (grades) 786 boys+ 987 girls = 1773
Dropouts	1.6 %	1-7 10.3%
Repetition	0.3	11.2%
Student teacher ratio	1:45	1:64

3. Methodology

To achieve the above short term and long term objectives several activities have been done by different bodies. Initial communication with stakeholders and authorities to obtain permission by writing letters and getting time for meeting/discussion on the purpose of the project was the commencement of the project. After consensus building with major stakeholders, we selected mentors using criteria (Academic background-top ranking, Interest to spend time with Children, Good record of discipline in/out of school, Active involvement in co-curricular activities) from Tabor Secondary and Preparatory School (grade 12) next based on agreed criteria (Proximity to the Tabor Secondary and Preparatory school, Number of students in the classroom, Social background of the students, Willingness of the school community to participate) we selected Lower Primary Schools from 32 Public Primary Schools in the Hawassa City Administration. Writing fund finding proposal was one of the methodology we used to make the project actual. Based on this fund raising proposal UNICEF Hawassa and Regional Bureau of Education gave us money to conduct workshop and to cover logistics that needed to run mentoring and tutoring. At the side of this we were preparing manual on how to perform mentoring and tutoring service.

Then one and half days workshop was conducted to would be mentors, Mentee representative children, coordinators and principals on how to implement mentoring and tutoring service. We invited the head of the REB, Head of City Administration Education Office, and UNICEF Hawassa representatives to the workshop. Before the beginning of the workshop, introduction was done between mentors, mentees, principals, teachers (coordinators), and major stakeholders.

Table 2: Participants of the workshop and their role.

Participants	Number	Organizations	Title	Role	Contribution
NGOs	ONE	UNICEF	Representative	Trainer	Donor
Officials	TWO	REB/CITY ADM.	Representative	Trainer	Time
Principals	TWO	Schools	Principals	Trainee	Time
Coordinators	Six	Schools	Homeroom teachers	Trainee	Time
Mentors	Twenty	High school	Students	Trainee	Time
Mentees	Eight	Schools	Students	Trainee	Time
Change agents	Two			Trainers	Money, Time, knowledge

At the end of the workshop all participants became clear on their duties and responsibilities. Mentors come to school two times in a week and stay one hour per a day with their mentees, principals take the overall support and guidance, homeroom teachers serve as coordinators and nearby supporter of mentors and they also select classroom representatives (spoken person), and change agents visit the schools and talk to mentee once in a month.

Moreover, another methodology that was used to promote CRC is strengthening school clubs. Monitoring and follow-up by teacher coordinators and classroom representatives was done within three months. Additionally after the assessment/evaluation of the effectiveness of the project using questionnaire and group discussion, mentees day celebrated in each school. Finally, at the presence of all stakeholders, mentees and mentors, principals and teachers, and people from REB and City Administration the project adjourned with a big festive awarding the mentors certificate for accomplishing the mission successfully.

4. Results

The following are the actual output and outcome that obtained from the mentoring and tutoring program in two selected primary schools.

Academic Value

Among the main results the program registered is academic values. In both schools the mentees academic achievement improved, low achievers self-perception as an incompetent learner changed, their capacity to understand the subject matter particularly mathematics and science improved. Their skills on how to study and their competency to apply what they learn to the real life situation increased, and love for their school and education highly improved. Decreased dropout and repetition rates as well as increased promotion rate are the results of the project.

Social Benefits

Besides academic results the project provided the following social benefits. Mentees are distinguished between participation, provision and protection rights and identified they mainly lack participation rights, relationship between themselves, teachers, mentees obtained knowledge on how to be a good citizen, skill on cultural awareness and respect to individual difference, their communication and feedback skill with different social group (students, teachers, principals, mentors, parents, etc.) improved and knowledge about life skill are few from several results. Moreover, reduced problem behavior, less aggressiveness and fewer disruptive incidents exhibited in these schools, are results of the project.

Psychological Benefit

The third major result of this project is mentees psychological growth. Mentees sense of being connected to the larger community is increased, their social and self leading competency increased, and mentees self-esteem which in turn benefits the social skills of the mentee improved. Confidence developed on tasks and on other related activities and their skill of dealing with people is another result of the project. The certificate they obtained after the end of the project also will give them both social recognition and psychological benefit.

It is not only the mentees who were benefited from the project but also the mentors, mentee's parents and school communities. For example, Mentors were learning a lot while teaching and supporting the mentees as the communication between the two was bi modal. Thus, the above mentioned academic, social and psychological benefit gained by mentees was also gained by mentors too. To mention few of them specifically they got respect and admiration from mentees and schools, learn skills of coaching and feedback, and fill confident to take tasks like this in their future calling.

Moreover, Schools gained a lot. For one thing, as a result of the implementation of the project, school to school relationship was increased because of the fact that mentors were from a high school and mentees were selected from two primary schools. In the process of project implementation, principals, teachers and students of these three schools were talking to each other, supporting each other, exchanging mobile and other addresses and as a result network was enhanced. Secondly, as a result of the improvement of student achievement, schools on which the project was implemented had got high recognition and accreditation from Ministry, Municipality and Regional Government and from other concerned agencies working on children and youth.

Furthermore, teacher to student, student to student and student to administrators were highly improved as mentors were serving as a bridge. In addition to this mentees had got high satisfaction as a result of their children's multi way- social, academic and social improvement.

5. Presentation, Discussion and Reflection

Under this sub section, we present the data obtained from the beneficiaries through questionnaire and focus group discussion regarding the benefit of the project. In addition to presenting data, facts drawn from secondary sources-diffident literature were used to substantiate the primary data gained from mentors, mentees, principals and teachers. This sub section has got two parts: Analysis of Data obtained through structured questionnaire and focus group discussion.

Analysis of Data Obtained through Structured Questionnaire and focus group discussion

Table3: Mentors responses regarding the contribution of the program on student's achievements

SN	Options	No of Respondents	%
1	Very high	11	55
2	High	6	30
3	Medium	2	10
4	Low	1	5
5	Very low	-	-
Total		20	100

As the information on the above table indicates, 55% of the respondents indicated that the program is strongly contributed in helping students to improve their academic achievement. The rest 30% and 10% of the respondents reported high and medium respectively as far as the contribution of the program in supporting students to improve their achievement. The analysis of the data boldly implies that the intervention is highly improving the academic achievement of students.

Table 4: Mentees Responses regarding the contribution of the program in improving their Achievement.

SN	Options	No of Respondents	%
1	Very high	8	40
2	High	10	50
3	Medium	2	10
4	Low	-	5
5	Very low	-	-
Total		20	100

The above table indicates, while 40% of respondents agreed that very high, 50% of student respondents indicated that the contribution of the program high in helping students to improve their academic performance. The rest 10% of the respondents reported medium as far as the contribution of the program in enhancing students' academic achievement is concerned. The inference is the program has huge contribution in developing student's academic improvement.

The voice of mentee in focus group discussion strengthens the above findings. One of the mentee said that he benefited from the mentors/mentoring and tutoring program. *He said that mentors taught them about child rights, they helped them to understand lessons which they did not understand in the classroom, encouraged them to speak confidently, and helped them to be good on time management. He said that before mentors come to his school, he was known for his tardiness but now he is coming on time and zero absenteeism. It is great really! he said.*

Another mentee witnessed that the intervention helped them to improve their academic results, study on planned way, to become disciplined and orderly. Created a friendly relationship and helped me to know about basic child rights. In the future I will support others like they helped me today.

Mentee said that in his school there is high number of girls and most of them coming from rural areas. They face high work load. Before the mentors come to their school, he and his friends focus was on social science and now they are focusing on science. In addition to these he says we all promoted to the next grade and discipline in our class is improved.

The principal of the Edgetbandenet School appreciates the program's multipurpose contribution by saying that her school enormously benefited from this program. *After the commencement of this program students' discipline improved, remarkable growth of academic performance recorded, they developed more understanding on their rights and duties, and the school obtained good recognition from city administration and parents. She said that she frequently sensed that students love their mentors and miss them.*

Several researches conducted on this regard found the same evidences. For instance, research results of (Murray, 2000; Cohen, 1999; Shea, 1996; and Zachary, 2000) provide insight into how and why tutoring and mentoring may be effective at improving the academic achievement of disadvantaged children. Tutoring and mentoring have the potential to alter the low achiever's self-perception as an incompetent learner. Working with a tutor or mentor affords the learner a non-threatening way by which to learn how to set and accomplish goals, reason through dilemmas and solve problems. Moreover, interviews of learners revealed that disadvantaged students often found their peers more approachable than teachers for extra assistance, perceiving their teachers as too busy. In relation to this, Webb (1987) concluded

that mentees achieve academic improvements because they experience increased understanding of the subject matter due to the reinforcement gained from teaching the material by mentors.

Furthermore, the relationship between the mentor and mentee gives the mentee a sense of being connected to the larger community where they may otherwise feel lost. Mentors are chosen because they are academically successful and because they possess good communication, social and leadership skills. As a consequence, mentors serve as positive role models for the students, guiding them towards academic and social success. Mentors provide support, advice, encouragement, and even friendship to students. Peer mentoring may improve student retention rates (Cohen, 1999).

Table 4: Mentors view toward mentees understanding about their right/CRC/ as a result of the program

SN	Options	No of Respondents	%
1	Very high	5	25
2	High	12	60
3	Medium	3	15
4	Low	-	0
5	Very low	-	0
Total		20	100

As the information on the above table indicates, 25% of the respondents indicated that the program is very high contribution while 60% of them said it has high role in helping students to understand their right. The rest 15% of the respondents reported medium as far as the contribution of the program in enhancing students understanding about their right is taken in to account. A conclusion that can possibly emerge from this data is that the program is highly contributing in developing student understanding about their rights and duties.

A remark from one of a female mentor goes with the above conclusion. She said that "she is involved in the program voluntarily and happy being selected to be a mentor. It gave me good opportunity to share my experience-what happened to me while I was seven or eight years old. In my stay with my mentees, I think I am positively influenced them, though I cannot see the result immediately. Day- to- day their communication skill, confidence or their self-esteem and awareness on their rights and duties were growing incredibly. Besides academic and social benefits, the broad smile on their face is the main outcome that moved me."

Table 4: Mentees responses regarding the contribution of the program in enhancing their understanding on their rights and duties/CRC/

SN	Options	No of Respondents	%
1	Very high	-	0
2	High	17	85
3	Medium	2	10
4	Low	1	5
5	Very low	-	-
Total		20	100

In addition to the mentors, the mentees were also requested to fill the questionnaire to triangulate the data with mentees and teachers. Based on this, the above table indicates, 85% of the respondents indicated that the program highly contributed in helping students to understand their rights. The rest 10% and 5% of the respondents reported medium and low respectively as far as the contribution of the program in enhancing students understanding about their rights is taken in to account. The inference is that the program is highly contributing in developing student understanding about their rights and duties. On this regard one of the mentee said that *what I gained is incalculable. My mentors filled every rift that I lack. They thought me in the way I can easily understand, they told me several child rights that I did heard before. They thought me how to be in harmony with my parents and the larger society. As a result of these, I made improvement on my academic record, social attachment, and discipline and time management.*

Another school principal said that mentees are sharing to mentors what they do not talk to us and to their family too. They become very good in their study method, distinguishing between their rights and duties, and life skill improvement. Particularly mentoring and tutoring program helped them to score best in mathematics and science subjects. Moreover, he said that because of this program the school exhibited overall improvement and gave the following example. Except one child, among 438 students, all students scored more than 58% on each subject. Finally he said to mentors, I appreciate your commitment, tolerance and claver management of children. In your stay in my school you moved the whole school one step forward. Congratulations!

Table 5: Teacher's response regarding the contribution of the program in developing their social capital

SN	Options	No of Respondents	%
1	Very high	0	0
2	High	10	66.6
3	Medium	4	26.7
4	Low	1	6.7
5	Very low	-	-
Total		15	100

As the information on the above table indicates, 66.6% of the respondents indicated that the program is strongly contributed in helping students to understand their social capital. The rest 26.7% and 6.7% of the respondents reported medium and low respectively as far as the contribution of the program in enhancing students social capital (culture of tolerance, opposing anti social practice, human right...) is taken in to account. A conclusion that can possibly emerge from this data is that the program is highly contributing in developing student's social capital.

One of a teacher in the Edgetbandenet School also said that, in group discussion, after mentors arrival students become open, unusually they started asking questions in the classroom and fill confident. Our relationship with students improved. Students are no more waiting for mentors as they were doing few months ago, they are coming to us, thus I would like to thank mentors, they are served as a bridge.

A principal of Edgetbandenet School also shares her students and teachers conclusion. She says that the mentoring and tutoring program which practiced by mentors helped her school in improving relationship between teachers and students. She raises a particular teacher who was hated and feared by majority of students now changed a friendly and approachable teacher. She said that they supported her by changing the school's ethos. They helped my students to fill confident to ask their rights, react in the class, and to establish positive rapport. They are ice breakers.

In our focus group discussion mentees give their witness that, besides academic and social benefits, mentors filled the gap between the student and teachers, students and school and school and parents. The program brought all stakeholders together.

Mentoring brings value to everyone involved in its practice: mentees, mentors and the organization(s) for which they work. Mentees have an opportunity to gain wisdom from someone who has traveled the path before them. Mentors have an opportunity to invest themselves in someone who seeks what they can offer. The organization has the opportunity to share and spread its acquired learning and know-how. In addition to those who are directly involved in its practice, mentoring also helps the community at large because it fosters an environment in which people work together and assist one another in their drive to become better skilled, more intelligent individuals.

Group of researchers in University of Rochester Medical Center found that as social benefits, mentoring reduces problem behavior in schoolchildren. They conducted a study which involved 14 weekly sessions lasting 25 minutes each. During the sessions, children would meet with their mentors and proactive skills to help them maintain emotional control and reduce conflict with others. Teachers reported improved behavior in these children, including less aggression and fewer disruptive incidents. Socialization improved, and suspensions and other disciplinary actions were significantly reduced. The study demonstrated that mentoring delivered by

trained mentors is capable of producing social benefits without requiring treatment by mental health professionals. In addition to this, Research by Wall B (1999) indicated that Mentoring also foster cultural awareness and appreciation for different cultural elements as mentees can get the chance to celebrate different events and have different forums on which they can exchange information. These activities expand the world view of mentored children by exposing them to aspects of cultures and societies that are different from their own.

Other benefits tutoring and mentoring program is psychological (Phillips, 1998) which are described by improving self-esteem, which in turn benefits the social skills of the children who are mentored. Mentoring and Tutoring can improve a child's relationships, as well as her/his grades and attitude towards school.

6. Conclusion

- Ethiopia is the second largest countries in Africa in terms of population size and with diversified culture, linguistic composition and large ethnic compositions. Ethiopia is a home to about 80 ethnic groups that vary in population size from 1000 to about 18 million persons. South Nations, Nationalities' and People's Regional State is one among the nine federal states in Ethiopia. Hawassa is the capital city of the South Regional State.
- Ethiopia ratified the CRC in 1991 and incorporated it into the country's constitution. Child rights are reflected also in different policies regarding education and health. The convention was translated into the working language of country, and it was distributed to regions and sector bureaus. In SNNPRS besides ratification of the convention, CRC is included in curriculum and has a big share in Civic and Ethical education lesson which is provided in all grades. Child rights protection clubs, students unions and child parliaments are established in schools in the region.
- In SNNPRS, specifically at Hawassa and vicinity, though students in these schools are benefiting from the convention and clubs established for these purpose, they still lack making CRC part of their day to day life. Therefore, many students in the above schools are not exercising their rights because the lack of knowledge or information on the child right. Besides, they do not know what subject they should study, which stream they should select (most of them have no idea about each streams), how to study and being competent. Moreover, they are vulnerable to physical and psychological disasters.
- To address the issue of lack of support and guidance for students a project focusing on tutoring and mentoring was started with the aim of escalating child's academic, social and psychological status.

- To accomplish the objective of the project, the following activities were performed: initial communication with stakeholders and authorities to obtain permission, Preparing training manual and guidelines, Selecting mentors from the secondary school, conducting workshop to mentors, teachers, PTA, students councils and principals, introduction between mentors, mentees, principal and teachers, start implementing the mentoring program, Monitoring and follow-up by teachers coordinators and classroom representatives, Promoting CRC using school clubs, FM radio and the Celebrating mentees day, Evaluation and reporting.
- Questionnaire and focus group discussion were used as instruments to critically evaluate the actual outcome of the project. 85% of the mentors, 85% of the mentees and 66.6% of the teachers reported that the program strongly contributed for students to understand their rights and duties. On top of this, 67% of the teachers, 85% of the mentors and 90% of the mentees confirmed that the project improved student's achievement. Moreover, data obtained from focus group discussion highly confirmed that the project had high contribution on academic, social and psychological development of students.
- The project is infant or in its early age. But, it is bringing radical change in the life of youth. As a result of the intervention, academic achievement of students was improved, capacity to substantiate rights and duties increased, and numerous socio psychological gains were recorded. Nevertheless, problems like lack of strong communication between teachers and mentors, lack of high commitment from the side of administrators in implementing the project and lack of enough space/rooms for tutoring and mentoring were observed. A mentor said that *at the beginning of the program he felt it is easy but later on it was challenging. Time and low awareness of the mentee were the main challenges.*

7. Way Forward

The evaluation found that *mentoring and tutoring* project already started positively affecting student academic achievement as evidenced by improvements in test scores, grade point and pass rates. In addition, students showed improved social integration as evidenced by improved attendance, decreased class repetition, improved culture of tolerance, improved knowledge about their right and responsibilities, reduced disciplinary problems, and improved attitudes toward school and education. Moreover, it is observed that mentoring and tutoring was perceived by parents, principals and teachers as having an immediate and long time beneficial impact on learners' attitude towards school, both in improved academic performance and attachment to a school. As a result, the Mentoring and Tutoring Project started having broader influence and hopefully will receive community support and recruiting goodwill am-

bassadors/mentors and will produce mentees who will actively take part in the development activities of their country.

Nevertheless, to mention some, problems like lack of strong communication between teachers and mentors, lack of high commitment from the side of administrators in implementing the project and lack of enough space/rooms for tutoring and mentoring were observed. As recommendations, the following can be listed. Horizontal and vertical channels of communication should be built by concerned bodies ahead of time; there should be continuous awareness creation program to raise commitment level of all stake holders of the project. Moreover, the concerned bodies should look for resources both from donors and government to have enough space in all project sites. Parental and school community input when making the mentor/mentee match, obtain strong parental consent for the child's participation in the program, communicating monthly the child's progress via email, by phone or notes, establishing a very strong communication among major stakeholders (parents, school communities and key individuals working at concerned offices, government bodies) and creating a Tutoring and Mentoring Program Newsletter could be major jobs to foster the program further.

Above all establishing an institute which fully provides mentoring and tutoring service starting from university level which extends to pre-primary schools at regional or federal level is paramount. Until then the SNNPR Education Bureau should take over and expand what the change agents commenced as pioneers of such a program in the country.

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Mentors Manual

Introduction

According to Murray (2001) and Carina (2007), mentoring is a deliberate pairing of a more skilled or more experienced person with a less skilled or less experienced one, with the mutually agreed goal of having the less skilled person grow and develop specific competencies. It is a situation in which a person has been positively influenced by another.

It is a role model; a pairing of peers for mutual support may in effect be mentoring, or an arrangement which serves a useful enough purpose to many people. Moreover, it is a systematically develop the skills and leadership abilities of the less experienced members of an organization and a strategy for continuously upgrading the knowledge and skills of all target groups.

It was customary in ancient Greek for young male citizens to be paired with older males in the hope that each boy would learn and emulate the values of his mentor, usually a friend of the boy's father or relative. The Greeks premised these relationships on a basic principle of human survival: human learn skills, culture and values directly from other humans whom they look up to or admire (Murray, 2001, p.7).

While Andy Roberts suggests, in Homer's *Odyssey* that "mentorwas simply an old friend", Bandura (1986) says that humans tend to emulate the behavior they see in others, especially when that behavior is rewarded.

Generally, we can say that mentoring is a give and gain process which needs a service giver-mentor and taker-mentee.

Therefore, though the main objective of the student-to-student mentoring project is introducing the Child Rights Convention through the mentoring process, the aim of this manual is:

- To develop the awareness of mentors on how to support the mentees.
- To use it as a guideline for the mentoring process
- To make the mentors focused and time oriented
- To specify do's & don'ts while they are giving mentoring service.

What a mentor is?

It is really important to discuss this openly with you. Mentors undertake such a wide variety of roles that it must be made clear exactly what is entailed. Obviously the role will vary greatly from school to school/from organization to organization

but there are some guiding principles: (Carina, 2007, Liverpool Excellence Partnership, Murray, 2001).

What they are:

- A role model
- An active listener and an observer who give feedback on observed performances
- An advocate and supporter
- An encourager who serve as a confident in times of personal crises and problems
- A friend who meet with the mentee at agreed time intervals for feedback and planning
- A challenger of assumptions
- A guide
- A target negotiator
- Act as a source of information
- Offer insight into the school's philosophy

What they are not:

- A counselor
- A classroom Assistant
- Babysitters
- A corridor monitor
- A disciplinarian
- A person to whom a pupil is sent when naughty

The key is that they are reliable, approachable, non-judgmental and realistic with pupils, parents and staff.

Benefits for the mentor

According to Suzanne (in Murray, 2001), mentors obtain the following benefits from their mentoring practice.

- **Enhanced self-esteem** –such a request suggests that you are respected, admired, and noticed in your school.
- **Revitalized interest in work/learning**-a mentee can stimulate the mentor's thinking in new ways about the subjects the mentor considered stale. In experience exchanges, mentors spontaneously share what they have learned from their partners-for example, how to communicate with someone in an-

other age group. Mentors may actually get more out of the activity than their mentees.

- **Fulfillment of one's own development needs**-they learn as much as their partners in the skills of planning, feedback, and coaching
- **Leaving a legacy**-mentees describe the mentors have played in her/his life. "Mentors are evident in all our lives. There seems to be with each of us a special person and happening that gives us memories, ideas and dreams"

Challenges that mentors may face

Even though mentoring has benefits, being a mentor can have a downside too. Some processes actually have demotivating factors that test the most altruistic of mentors. Let us look at some of these issues and propose workable suggestions.

- **Lack of requisite skills**-mentor must be able to guide, give feedback and assist the mentee in specific activities. The mentor might be excellent in other ways but lacks a skill like the ability to feedback he/she should participate in an orientation/training process that includes information on feedback
- **Not taking the guiding and feedback role seriously**-coaching is at the center of the mentoring process. The mentor must be able to differentiate competent from not-yet-competent behaviors of the mentees and give feedback.
- **Lacking time to work with mentees**-mentors become so busy with their own work/study that they give the mentee interaction low priority.
- **No perceived reward or benefit**-though some mentors are amply rewarded by the knowledge that they are contributing to the growth and development of another person, other mentors need concrete rewards to sustain their involvement. Therefore, even though it takes some effort and creativity, rewards for the mentors can be designed into the process.
- **Not letting mentees take the risks necessary for learning**-there is some element of risk in most learning situations, but experience is in fact the best teacher. It is the mentor's role to guide and advise-not to do.

Qualification of Mentors

Mentoring must be based on using volunteers. Several specific skills and attributes are necessary to carry out the function of mentor. According to Everitt and Murray-Hicks (1981), the following are the main criteria.

- Strong interpersonal skills (enjoy being with people or who like interacting with others. Look for a person who talks and listens)
- Personal power and charisma (look for a person whose opinion are sought)
- Willingness to be responsible for someone else's growth (willingness to share personal experiences relevant to the needs of the mentee)
- Ability to share credit (look for a person who talks and behaves teamwork)
- Risk taking and patience (look for a person who says, ' give it a try')
- Regarded as being successful in the school/achievement

The types of pupils who could benefit:

There is a wide variety of pupils who are supported by Mentors including pupils who:

- Are poor attendees
- Are de motivated
- Have fallen behind with work
- Have language difficulties
- Have a variety of behavior problems
- Are looked after children's
- Have suffered bereavement
- Have a lack of self-esteem
- Are truant
- Move frequently
- Have difficulties at home
- Find communication difficulty

Mentors perform a range of roles which will be expanded throughout the guidelines, but in essence they may work with:

- Individual pupils
- Groups of pupils
- Teachers and managers

- Parents and families
- Schools
- Other agencies

However, in this project mentoring takes place with groups of pupil not with individual.

Role of Mentors and principles

In practice the roles are varied. The management of them is of paramount importance. It could be flexible.

Some of the roles

- Identifying barriers to learning
- Suggesting how to remove barriers to learning
- Setting targets, monitoring progress and providing guidance
- Building confidence and self-esteem
- Liaising with families (if needed)
- Set clear time table (when and where to meet)

Principles

- Make time to gather information on the pupil
- Time is needed to establish trust between mentee and mentor
- Pupils need to be fully involved in why they are being mentored
- Pupils need to target set, action plan and review with the Mentor
- Time guidelines need to be established
- Regular communication and feedback on the progress is important
- During the session, a range of activities can be undertaken
- At the first meeting it is important to set out the 'ground rules' for the relationship. These will cover areas such as:

Confidentiality – it is important that the pupil feels that what is said is confidential and that they will be respected. However the pupil must be made

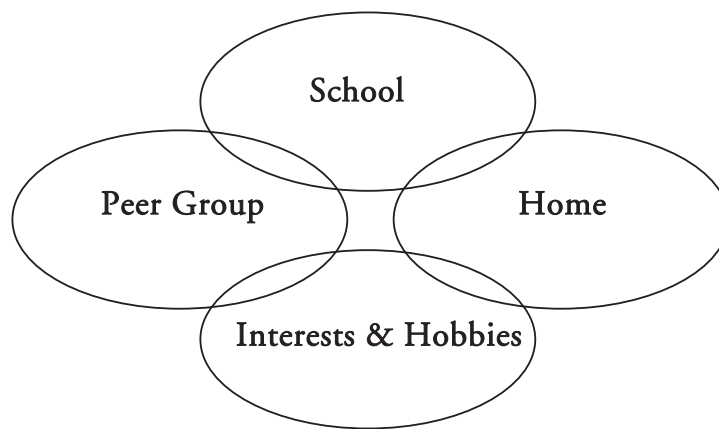
aware from the outset that if something serious emerges then discussions will have to go further.

Boundaries – in order to keep the mentoring relationship structured and focused.

Communication – between all parties is a key issue and responsibility that both mentors and pupils have a responsibility to attend the meetings/programme.

- Use rewards and encouragement whenever possible

The role of learning Mentor may be illustrated by this diagram: (Liverpool Excellence Partnership)



Range of Activities

“In order to help a student reach their full potential, mentors may use a variety of tools and strategies such as:

- mentoring sessions to discuss problems and address how these may be overcome
- Group work sessions looking at particular issues such as attendance
- Observation assignments within lessons at the request of either students or teaching staff
- Liaising with parents and other agencies when in the best interest of the students or school
- Promote and assist with after – school homework club/breakfast clubs

- Promote appropriate and constructive after school and holiday activities
- Supporting and training peer mentors.

Recoding and Accountability

The provision and support that mentors give to the pupils is of paramount importance and needs to be recognized and understood. This is a suggestion of the type of information/organization that will be needed to facilitate record keeping & accountability.

- Handbooks/information about your work
- Referral systems/communication/criteria for allocation of support and management
- Your timetable
- Details of meetings that you attend
- Impact of pupils using case studies, evidence from questionnaires and interviews with pupils
- Evidence of action plans, target setting, entry and exit criteria. Group work and other activities such as homework clubs, home visits, cluster/network groups and training
- Overall monitoring and evaluation.
- Knowledge of local and school level targets

Action planning

Action planning is an important part of the process of mentoring. Basically it will set out the targets with review dates and will highlight where progress has been made.

An important part of the action planning process is for pupil and mentor to set targets. Targets should be simple, achievable, and realistic and time specific wherever possible. Targets should be written by the pupil and fully understood by all.

Principles:

- Systems and documentation need to complement other systems to ensure that there is no duplication
- Similarly, targets which are set need to be few in number and communicated as effectively as possible to ensure against an 'overload of targets' on pupils
- Regular reviews need to be held and written accounts of each session need to be made

- There needs to be some flexibility with targets as the situation may change

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Questionnaire distributed to mentors, mentees and school community

A. mentors

1. In your opinion, to what extent do children have obtained understanding about CRC from student to student mentoring and tutoring program?
 - a) Very high
 - b) High
 - c) Medium
 - d) Low
 - e) Very low
2. To what extent does the program contributed to students learning outcome (students' achievement)?
 - a) Very high
 - b) High
 - c) Medium
 - d) Low
 - e) Very low
3. How was the student's participation in the program?
 - a) Very high
 - b) High
 - c) Medium
 - d) Low
 - e) Very low
4. Would you please specify its (MTP) educational and social benefits?
5. What challenges/problems did you face while you are giving this service?
6. What lessons you learned from this program while implementing it?

B. Mentees

1. To what extent did you understand about the project's objective?
 - a) Very high
 - b) High

- c) Medium
 - d) Low
 - e) Very low
2. Do you think that the program helped students to understand their rights and duties?
 - a) Yes, it helped us
 - b) No, it didn't help us
 - c) I do not know
 3. Do you think that the program has importance in your learning?
 - a) Yes, it is important
 - b) No, it has no importance
 - c) I do not know
 4. If you say yes, to what extent it has motivated your learning?
 - a) Very high
 - b) High
 - c) Medium
 - d) Low
 - e) Very low
 5. Do you think that the program has other benefits besides CRC, life skill and improving achievement?
 - a) Yes
 - b) No
 6. If you say yes, please specify the other benefits
 7. Do you like the program's approach?
 8. If you say yes, please specify which parts of the program do you like most?
 9. In your opinion, the program's time table is convenient?
 - a) Yes
 - b) No
 10. If you say no, please specify what are the causes/reasons
 11. In your opinion, the place where the program implemented is convenient?
 - c) Yes

- d) No
- 12. if you say no, please point where it should be
- 13. Do you think that the mentors are competent to provide this service?
 - a) Yes, they are
 - b) No, they are not
 - c) I do not know
- 14. How is the mentors' commitment and motivation in listening and sharing their experience?
 - a) Very high
 - b) High
 - c) Medium
 - d) Low very low
- 15. How is the mentors' commitment on keeping time schedule?
 - a) Very high
 - b) High
 - c) Medium
 - d) Low
 - e) Very low
- 16. Please specify the strengths and weaknesses of the program
- 17. Do you believe that the program should continue?
 - a) Yes, it should
 - b) No, it should not
- 18. What are the lessons that you learned from this program? Please specify