

# Youth Mentoring for Rural Advisory Services Lecturer Guide



## LECTURER GUIDE

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# Module 1: Youth Mentoring for Rural Advisory Services

## Unit 1: Youth mentoring for AIS

As a facilitator for the Youth Mentoring for AIS Module, you determine how to conduct the training, in what format, virtually or face to face, or a combination and whether to offer a train-the-trainer model.

This module offers a reflective learning style which focuses on the process as much on the content and to have participants think through their past experiences, to learn from them and turn them into deep learning.

Consider a train-the-trainer module to invite participants to come as teams or pairs that reflect age, gender, and experience as teams. You may even offer this as a mentor-mentee training.

### Training Time for Unit 1 – 1.5 to 2.0-hour session

**Suggested Training- Unit 1 with Workbook Activities and PowerPoint slides adapted for use.**

### Unit 1 Pre-assessment: Journal Your Mentorship Experiences

Participants fill out the pre-assessment activity, Are You Ready to be a Mentor?

#### Are You Ready to be a Mentor?

	Yes/No
1. Are you willing to invest time and energy in a mentoring partnership?	
2. Do you feel mentoring is a valuable form of development?	
3. Are you open to learning from a Mentee?	
4. Are you open to sharing your expertise and experiences with a Mentee?	
5. Are you willing to help a Mentee develop and achieve learning objectives?	
6. Are you open to a Mentee taking responsibility for keeping things on track by scheduling meetings with you, suggesting topics to discuss and asking you for help in specific areas?	
7. Are you willing to discuss mistakes and failures as well as successes?	
8. Are you a good listener?	
9. Are you willing to give candid feedback – positive and negative?	

	Yes/No
10. Do you encourage new skills and behaviours?	

If it helps, close your eyes, and visualize. Now, find key words that resonate with you in the mentorship definition from that experience. Here are some questions to prompt your response.

- Who was the mentor for you?
- What feelings did/does that mentorship experience have for you?
- What activities do you remember doing with your mentor?
- What did you learn from your mentor?

## Session 1.1: Introduction

### What is mentorship?

#### Activity 1.1: More than a role model

As an extensionist, reflect on your contexts and situations in which you serve as a role model. What does that look like? Take one minute to write or draw what comes to mind. What would you do differently to be a mentor in those contexts or situations? Write down your response.

### What is a mentor? What are their functions?

#### Activity 1.2: Mentoring relationship qualities

Think back again about those who have been mentors for you in your life so far. You may have several who have mentored you yet not been labelled a mentor. Write down your thoughts to this question: What are/were the qualities that worked well in those mentoring relationships?

Looking back on your previous response to what is a mentorship, do you see these qualities in this mentorship experience? Take another minute to reflect and respond.

#### Activity 1.3: Mentee definition

Reflect on the mentee definition. What sticks out to you as key words for the mentee relationship with a mentor? Think back on your experiences with mentoring. Write for one minute how it felt or might feel to be a mentee. Pause and reflect on the words you used to describe for being a mentee.

### What do mentors do?

#### Activity 1.4: Mentor's functions for their mentee

Remembering your mentorship experience, how did your mentor help you to develop your career? When did they serve as a role model? When did they provide support? What kinds of support did they provide? What were their specific actions as a role model? Write down your response.

## Types of mentoring relationships and approaches

### Activity 1.5: Mentoring Types

In Table A, indicate (using the corresponding letter) which mentoring approach you would choose for that particular mentoring relationship, and give a short reason why you chose that approach.

There are no right, or wrong answers so think how you would best serve as a mentor with these approaches and relationships. You could use more than one mentoring approach in a mentoring relationship.

- A. One-on-one mentoring
- B. Group mentoring
- C. Peer mentoring
- D. Distance or e-mentoring
- E. Reverse mentoring
- F. Speed mentoring

**Table A**

Relationship	Approach	Reason
Established career and early career		
Professor to student		
Professional to professional		
Peer mentoring		
Friendship		
Parent-like features can be present		
Task-focused versus relationship-based		
Daily contact versus less frequent contact		
Short-versus long-term mentorships		
Collegial collaborations		
Established career and early career		

### Activity 1.6: Mentoring types for AIS

Fill in Table B from your role or viewpoint as an extensionist mentoring for AIS. Indicate (using the corresponding letter) which approach you would choose for that particular mentoring relationship, and give a short reason why you chose that approach.

- A. One-on-one mentoring
- B. Group mentoring
- C. Peer mentoring
- D. Distance or e-mentoring
- E. Reverse mentoring
- F. Speed mentoring

There are no right, or wrong answers so think how you would best serve as an extensionist mentoring for AIS with these approaches and relationships. You may find you can use more than one mentoring approach with a mentoring relationship, and you may find there some mentoring relationships that are not part of being a mentor for AIS. You may find you have some possible groups of mentees to consider from your stakeholders.

What is similar or different from the prior table? Why?

**Table B**

Relationship	Approach	Reason
Established career and early career		
Professor to student		
Professional to professional		
Peer mentoring		
Friendship		
Parent-like features can be present		
Task-focused versus relationship-based		
Daily contact versus less frequent contact		
Short-versus long-term mentorships		
Collegial collaborations		
Established career and early career		

## Mentoring and coaching

### Activity 1.7: Mentoring and coaching

Take a minute to reflect on the differences between mentoring and coaching. Reflect and review your prior mapping activities and previous responses regarding mentoring and those who have mentored you. Note, whether your experiences have been more coaching than mentoring. What situations in your agricultural extensionist role served as a coach for AIS? Now, consider how understanding mentoring and coaching affect your responses as you mapped mentoring types and approaches. What differences do you see? When and how might a mentor serve as a coach for AIS? Jot down your reflections.

## Positive youth development and mentoring

### Activity 1.8: PYD and Mentoring - Attitudes and Perceptions

Complete the following table based on your role as an extensionist. Note when you respond from PYD approach or when you respond from mentoring relationships.

How strongly do you agree with the statements? Indicate your agreement using the following:

- SA = Strongly Agree
- A= Agree
- N = Neither Agree nor Disagree
- D = Disagree
- SD = Strongly Disagree

	Agreement	PYD or Mentoring
Youth should speak when spoken to.		
Adults are usually careful about not interrupting youth.		
Adults I know usually listen carefully without being judgmental with youth.		
Because of their experiences, adults know what is best for youth.		
Adults I know usually provide opportunities for youth to reflect and learn.		
Youth should be involved in making decisions affecting themselves.		
Adults I know usually listen to all the facts before jumping to conclusions.		



After you have recorded your responses, pause and reflect. How would you summarize your responses? How do your attitudes and perceptions reflect willingness to mentor? To use a PYD frame? How would moving toward a PYD frame facilitate your efforts as an extension professional for AIS when with youth? Note your thoughts and reflections.

**Facilitator note:** The PYD and Mentoring Attitudes and Perceptions may be done individually or as a group activity. If done as a group activity, use the room to have people place themselves along a continuum from one side of the room to the other for their responses. If in a virtual space, consider how to use polls to get the responses.

## Why mentoring and AIS?

### Activity 1.9: Re-assess your readiness to be a mentor

Now, look back on your responses in the workbook for this unit. As you reflect on your responses, do you notice any themes or categories to your responses? How might you use this information to be a mentor or a mentee for AIS?

	Yes/No
1. Are you willing to invest time and energy in a mentoring partnership?	
2. Do you feel mentoring is a valuable form of development?	
3. Are you open to learning from a Mentee?	
4. Are you open to sharing your expertise and experiences with a Mentee?	
5. Are you willing to help a Mentee develop and achieve learning objectives?	
6. Are you open to a Mentee taking responsibility for keeping things on track by scheduling meetings with you, suggesting topics to discuss and asking you for help in specific areas?	
7. Are you willing to discuss mistakes and failures as well as successes?	
8. Are you a good listener?	
9. Are you willing to give candid feedback – positive and negative?	
10. Do you encourage new skills and behaviours?	

How did your responses compare to the pre-assessment?

## Unit 2: Mentor-Mentee Relationships, Skills and Competencies for AIS

As a facilitator for the Youth Mentoring for AIS Module, you determine how to conduct the training, in what format, virtually or face to face, or a combination and whether to offer a train-the-trainer model.

Please consider pairing participants for training in the case of individual participants irrespective of virtual or physical training. For group training, activities can be conducted in pairs or smaller groups. Pairings and groupings should be diverse of age, race, gender and experience.

### **Training Time for Unit 2 – 1.5 to 2.0-hour session**

#### **Suggested Training- Unit 2 with Workbook Activities and PowerPoint slides adapted for use.**

Set the stage.

Engage with the participants by using tools available to you e.g., blackboards, whiteboards, PowerPoints, flip charts, notes etc.

Unit 2 involves reflecting and placing the activities in context, allowing for the participants to answer according to their own contexts.

### **Unit 2 Pre-assessment**

Now that you have gone through Unit I of this module. Please ask yourself the following questions:

- Do you consider yourself a mentor or mentee?
- Do you understand the role that you will play in the relationship?
- If already in a mentorship programme find a partner and reflect together on what you consider a mentoring relationship to be for yourself.

### **Answer**

Participants should be placed in pairs whether the mentoring relationship is individual or in a group setting. The participants should be able to reflect on their own roles and how they envision the relationship they are about to embark on. These expressions should be used later when teaching the skills that define the relationship. There are no right or wrong answers.

# Session 2.1 Building and defining the mentoring relationship

## Factors influencing the mentorship relationship

### Activity 2.1: Communication

Reflect on your position as an extensionist. Look at your work environment and available infrastructure (communication networks including internet connectivity, electric and transport systems etc.) and consider the following:

- What is the best form of communication (s) that you would like to use?
- Amongst the ones listed above which is the preferred communication method?
- What important networks do you have as an extensionist that would be useful for your mentee?
- How will the form of communication chosen help to build trust?

### Answer

*There are no specific answers for this session because these highly depend on the individuals. The participants should be able to articulate their positions as far as possible. Also encourage the participants to look at their environments. It is anticipated that most would be in rural advisory services and may be limited to the modes of communication.*

## Managing expectations and goal setting

### Activity 2.2: Goal setting

This activity is for the mentee with guidance from the mentor. Answer the following questions while keeping in mind your new extensionist role.

<b>What specific skill do I want to learn</b>	<b>What action will I take to achieve this?</b>	<b>What assistance do I need from my mentor?</b>	<b>What timeline will this take?</b>	<b>I will have achieved my goal when this happens</b>

#### Answer

*The answers rely on what the mentee intends to achieve. As the facilitator, you should ensure that the results are still within the professional sphere of the extensionist. Additionally, the goals need to consider the AIS system and the role of the extensionist.*

## Session 2.2 Managing dynamics: power and accessibility

### What is power in a mentoring relationship?

#### Activity 2.3: Power

List the aspects where you consider yourself to have power as a mentor and where the mentee holds power. For example, what instances would the mentee be perceived to have more power than the mentor? This could possibly be in the uptake of new technology in digital advisory services.

Mentor Power	Mentee Power

#### Answer

Mentor Power	Mentee Power
<i>Expertise based on knowledge and experience</i>	<i>Comes with different knowledge from that of the mentor</i>
<i>Has influence within and outside the organisation</i>	<i>Increases the reputation of the mentor</i>
<i>Access to resources</i>	<i>Expands and builds networks</i>
<i>Affirms the mentee and build their confidence</i>	<i>Appreciates the mentor's efforts which could potentially increase the mentor's dedication</i>

**Facilitator note:** Allow for the mentor and mentee to think about what they would consider being aspects of their power. Where there are no clear responses from participants use the table below as a guide to prompt their thought. Please do not give the answers.

## Why look at power in a mentorship relationship?

### Activity 2.4: Power in a mentorship relationship

Reflect on the following questions and how they apply in the AIS context:

- What are some of these factors of power that you can identify for extensionists within AIS?
- How can these aspects of power be leveraged to improve on the performance of your role?

#### Answer

*The participants should be able to reflect on their daily professional activities and see what fits.*

## Session 2.3 Mentor skills and competencies: Education and training

### Analysing the skills relevant for AIS

#### Activity 2.5: The New Extensionist Mentor skills puzzle

The puzzle is a word search puzzle that has a hidden message in it. Find all the words in the list. Words can go in any direction and share letters as well as cross over each other. Once you find all the words, copy the unused letters starting at the top left corner and into the blanks to reveal the hidden message.

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

Words:

Advocacy	Brokering	Coaching
Facilitation	Financial Literacy	Mediation
Natural Resource Use	Negotiating	Networking
Problem Solving	Reflective Learning	Service Minded
Stakeholder Engagement	Training	

Answer

M E N T O R

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



# Session 2.4 Mentor-mentee agreement and accountability

## Creating the agreements

### Activity 2.6: Post-assessment

Reflect and answer the following questions.

Now that you have concluded Unit 2, it is time to gauge your knowledge on what you have spent learning. At the beginning of this unit, you answered a few questions. Please give the same answers again here. Are the responses similar or have they changed? Please reflect on what has changed for you.

- Do you consider yourself a mentor or mentee?
- Is your answer the same or different? What in the unit has affected your answer?
- Do you understand your role in the mentorship relationship? What skills have you identified that you have?
- What does the mentorship relationship mean for the extensionist in AIS?

"I feel equipped to start a mentorship relationship."

On a scale of 1 to 5 (1 is the lowest, 5 is the highest), how true is this statement for you? Why?

### Answer

*Participants should be able to reflect on their previous answers and the knowledge now gathered from the module and have improvements and /or affirmations to their positions.*

*As the facilitator try and prompt what they gathered from the lesson and where possible reflect on the module.*

## Unit 3: Design and implement an EAS mentoring programme for AIS

Unit 3 Design and implement an Extension Advisory Service (EAS) mentoring program for Agricultural Innovation Systems (AIS )

As a facilitator for the Youth Mentoring for AIS Module, you determine how to conduct the training, in what format, virtually or face to face , or a combination and whether to offer a train-the-trainer model.

Consider for a train-the-trainer module to have participants come as teams or pairs that reflect age, gender, and experience as teams. You may even offer this as a mentor-mentee training.

### **Training Time for Unit 3 – 1.5 to 2.0-hour session**

**Suggested Training- Unit 3 with Workbook Activities and PowerPoint slides adapted for use.**

Review the text. Set the stage. Engage with the participants and solicit responses with use of whiteboard, flipcharts, or other visual means for participants as they respond to workbook activities. Consider how to engage individually, in pairs, or in small groups whether the training is conducted face-to-face or virtually. Unit 3 is process oriented as the participants frame the mentoring program they will conduct.

## Session 3.1 Designing the programme and pairing mentors and mentees

### **Activity 3.1: Matching mentors to mentees**

As a facilitator you should be able to use this guide to gauge the pairing process. Please note that this serves as a guidance and you should also put everything in context.

Consider what questions are pertinent for your mentoring program. How close a match is necessary for the mentor-mentee?

The activity is divided into two: a compatibility test and a suitability test. Please note that the two tests are meant to serve as guiding questions to get to know your mentor and mentee better.

The compatibility test serves as a baseline that would advise on whether the mentor and mentee can be a match. A similarity in answers ensures a “perfect match” however if they have half of the answers similar, they could still match.

## Compatibility Test

Question	Answer
What is your background?	
What is your current position?	
How long have you been in the position?	
Where are you geographically located?	

The suitability/preference test serves to guide on rapport but also issues of power as explained in Unit 2 of this module. Just as in the compatibility test, similar answers would indicate a perfect match. Nonetheless the suitability test does not serve as a must principle. The suitability test should serve to advise on other factors that would strengthen the pairing.

## Preference Test/Suitability

Question	Answer
What is your gender? (if you wish to disclose)	
What are your key interests? (Name four)	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
Please do a personality test here: <a href="http://belbin.com">belbin.com</a> What is your personality type?	
What level of governance do you work in?	

## Session 3.3: How to plan mentoring activities

As the facilitator, have participants refer to their extension activities. In a virtual or face to face setting, set up pairs or small groups to work on the activities together and plan to share their mentoring activities with the larger group. Allow enough time and provide tools to assist with the mapping of the mentoring activity. You may need to check in on the pairs or groups half-way through the agreed upon time to see if more time is needed. You will need to decide how long to allow the activity to run.

### Activity 3.2: Activity Map the Mentoring Activity

[picture/illustration - continue with the 'map' from unit 1... consider how to illustrate here]

This workbook activity will help you practice the design of a mentoring activity as an extensionist. Fill out with your responses in the table how you would address at least one mentoring activity. Reflect on what you have experienced as a mentor or as a mentee. Think about your extension programme, and the activities you are doing and see how you could frame activities within the programme to be mentoring experiences.

Planning Mentoring Activity Items	Your Plan for a Mentoring Activity
Define the skill to be learned/gained by the mentee(s) either as an individual or group	
Consider type of skill to be mentored <ul style="list-style-type: none"> <li>• Soft skill – facilitation, negotiation, leadership</li> <li>• Technical skill – using equipment, app, agricultural practice</li> </ul>	
What method or tool will be used for the mentoring activity? <ul style="list-style-type: none"> <li>• One-on-one? Group?</li> <li>• How long will the activity last?</li> <li>• Where will the activity take place?</li> <li>• Virtual or face to face?</li> <li>• Demonstration? In-field experience? Mock scenarios?</li> </ul>	
Other points of consideration?	

## Session 3.4: Ending the programme

You as the facilitator will want to consider whether to continue to have people work in the same pairs or small groups to plan and celebrate. You may want to use this workbook activity to model for the training's celebration and closure with the participants. Another option is to create a wall map of all the participants' celebration and closures.

### Activity 3.3: Design a Celebration and Mentoring Closure Activity for AIS

Describe how the mentoring programme will celebrate the achievements. How will mentors be recognized? Will you have certificates for the mentors and mentees? Will others outside of the mentoring relationships and programme be invited to participate and if so, who should be invited? Will there be follow-up with the mentors and mentees? How will the mentor and the mentee reflect on their learnings? How will those achievements and accomplishments be shared?

Have fun and use your creativity to celebrate and close your mentoring programme for AIS.

Use the space to describe the Celebration and Closure Activity.

## Unit 4: Mentoring in practice

As a facilitator for the Youth Mentoring for AIS Module, you determine how to conduct the training, in what format, virtually or face to face, or a combination and whether to offer a train-the-trainer model.

This module offers a reflective learning style which focuses on the process as much on the content and to have participants think through their past experiences, to learn from them and turn them into deep learning.

Consider a train-the-trainer module to invite participants to come as teams or pairs that reflect age, gender, and experience as teams. You may even offer this as a mentor-mentee training.

### Training Time for Unit 4 – 1.5 to 2.0-hour session

**Suggested Training- Unit 4 with Workbook Activities and PowerPoint slides adapted for use.**

### Unit 4 Pre-assessment activity

Use the following scale to indicate your agreement with the following statements

- SA = Strongly Agree
- A= Agree
- N = Neither Agree nor Disagree
- D = Disagree
- SD = Strongly Disagree

	Agreement
I use ICT4AG tools in my work often.	
I am comfortable with new technologies.	
I am willing to try new technologies.	
I have strong ICT4AG skills.	

## Session 4.1: Digital advisory services for the extensionist for AIS

### Activity 4.1: Digital agriculture

Watch the video on Digital Agriculture in Trinidad and Tobago and answer the following questions:

- Do you use technology in your daily work? If Yes, what technology do you currently use?
- Do you use this technology for personal or professional work?
- What elements do you identify from the video in your context? (please note that the elements do not necessarily have to be around technology)
- What are elements not mentioned in the video that are available in your context?

## Activity 4.2: DAS limitations

Answer the following questions

- Which of the limitations to DAS mentioned above can you identify in your work and context?
- Discuss possible solutions to the limitations mentioned above.
- Are there other limitations that have not been highlighted?

**Facilitator’s note:** consider the activity as a means of allowing the audience to contextualize their work. The solutions can be used to further reflect on the upcoming session on mentoring programs in real life.

## Session 4.2 Mentoring programmes in real-life

**Facilitator’s Note:** As a facilitator, consider how best to arrange whether in a virtual or face to face setting to either poll responses from individuals, or pairs or small groups and depending upon time whether to share with the larger group. You may need to check in with individuals, or pairs or groups to see if more time is needed. You will need to decide how long to allow the activity to run. You may want to consider if you want to create a visual map of responses or use a polling mechanism to share responses.

## Activity 4.3: Survey responses, mentoring approaches and mentoring

Read and review selective responses found in the table from the question, “What lessons did you learn from your mentoring experience?”

Now, read and review a second time the selective responses. Consider the mentoring approaches and mentoring relationships for AIS that could possibly be used.

Fill in the table for at least 3 to 5 of the responses listed to suggest a mentoring program you do or might do from the Mentoring Approaches, A-G and Mentoring Relationships, 1-10.

Note: there may be more than one approach and relationship. There is no right or wrong answer yet as you fill in the table, ask yourself why you make the selections you do. What are the key content and skills possibly you would consider in the mentoring program?

Approaches	Relationships
A. One-on-one mentoring B. Group mentoring C. Peer mentoring D. Distance or e-mentoring E. Reverse mentoring F. Speed mentoring	1. Established career and early career 2. Professor to student 3. Professional to professional 4. Peer mentoring (same developmental level with specific experiential differences) 5. Friendship 6. Parent-like features can be present 7. Task-focused versus relationship-based 8. Daily contact versus less frequent contact 9. Short-versus long-term mentorships 10. Collegial collaborations

<b>Response to question:</b> <i>"What lessons did you learn from your mentoring experience?"</i>	<b>Possible Mentoring Approaches for AIS</b>	<b>Possible Mentoring Relationships for AIS</b>	<b>Key content and skills for in the mentoring program?</b>
Youth were excited to meet entrepreneurs, watch videos that were inspiring. To follow up, they needed hand holding which we couldn't do.			
It was my first time to serve as a facilitator at a campus level. It opened up my mind on the role of mentoring the youth in pursuing agri-based activities while on campus pursuing their studies.			
To control the pest by using the biopesticide and increase the organic vegetables			
You learn more when you share your knowledge with others			
Skills related to my work			
I learned about different pathways for career progression and had someone to talk to and understand how to navigate difficult situations at work., e.g.my mentor helped me with managing my first staff member, who also happened to be underperforming.			
Having a senior scientist guiding is 10 times more effective than reading the best book in your field			

<b>Response to question:</b> <i>"What lessons did you learn from your mentoring experience?"</i>	<b>Possible Mentoring Approaches for AIS</b>	<b>Possible Mentoring Relationships for AIS</b>	<b>Key content and skills for in the mentoring program?</b>
Passion and interest fuel youth in agriculture. Knowledge, skills and insufficient funds hinders agriculture.			
It has no use to give only theory to young teenagers but to learn by doing by giving examples in the area of identity, friendship, sexuality, media, resilience and risk behaviour			
It's important to engage the youths right from policy making, implementation of projects related to agriculture, monitoring stage to ensure sustainability, livelihoods improvement and equip them with capacities that can earn them income			
Working with high school & college students as mentors requires flexibility in mentor/mentee activities in order to provide quality afterschool mentoring. Can mean inconsistent mentoring due to class schedules. Mentor training necessary for consistent program implementation & positive program results. School-based mentoring programs can provide positive outcomes for youth.			
Youth don't care what you have to say until they feel and know that their adult mentors care about them.			



<b>Response to question:</b> <i>"What lessons did you learn from your mentoring experience?"</i>	<b>Possible Mentoring Approaches for AIS</b>	<b>Possible Mentoring Relationships for AIS</b>	<b>Key content and skills for in the mentoring program?</b>
Social entrepreneurship, communication & presentation abilities			
It is both the mentor and the mentee who benefit in this program. You get to learn from each other.			

## Session 4.3 Put it together - youth mentoring for AIS in real-life

If in a virtual or face to face setting, set up pairs or small groups to reflect and review on the activities in the workbook and plan to share with the larger group. Allow enough time and provide tools to assist with the activity. You may need to check in on the pairs or groups to see if more time is needed. You will need to decide how long to allow the activity to run.

Share again the WHYFARM INTRO YouTube Video of the 2 superheroes who educate, engage and build youth as agripreneurs, or "future feeders." Explore either in a pair or small group their reactions and responses to the samples of youth mentoring programs for AIS.

What are the key takeaways for you from these samples of youth mentoring programs for AIS? Jot down your thoughts in the workbook.

### Activity 4.4: Mentoring programme takeaways

Write or draw or express your thoughts in any way that you would like for the key takeaways from the samples shared of youth mentoring programmes for AIS.

Consider some possible takeaways as:

- There is a variety of mentoring approaches or relationships used.
- Time is an important consideration for both length of programme and how often to meet
- Distance is a limiting factor as is infrastructure for connectivity and transportation.
- Digital methods provide means to be and stay in communication
- Relationships such as match between mentor and mentee are critical to success of mentoring programmes.
- What are other possible responses as takeaways that you came up with?

**Global Forum for Rural Advisory Services (GFRAS) is about enhancing the performance of advisory services so that they can better serve farm families and rural producers, thus contributing to improved livelihoods in rural areas and the sustainable reduction of hunger and poverty. Rural advisory services help to empower farmers and better integrate them in systems of agricultural innovations.**