

Module 1: Youth mentoring for AIS



STUDENT GUIDE

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Acknowledgements

In 2017 the Global Forum for Rural Advisory services (GFRAS) launched the New Extensionist Learning Kit (NELK) which focused more on functional skills.

<https://www.g-fras.org/en/knowledge/new-extensionist-learning-kit-nelk.html>

The Learning Kit contains a series of modules designed for self-directed, face- to-face, or blended learning and can be useful resource for individual extension field staff, managers, and lecturers.

The Youth Mentoring Module is developed by the GFRAS in collaboration with The Young Professionals for Agricultural Development (YPARD).

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Before you begin

Target audience

This module is for agricultural extensionists to develop appropriate mentoring skills and relationships so that they can perform their job more effectively.

An agricultural extensionist influences the societies they work in to develop and change. In this module, extensionists will learn how to become a mentor to those who are relatively new to the agricultural extension profession or to enhance the skills of other extensionists and stakeholders.



General instruction

This module should be used in conjunction with the workbook provided. As you read through the module, you will find different visual features that are designed to help you navigate the document.



Figure 1: Icons used to highlight important information throughout the manual

The module uses keywords (difficult or technical words that are important for you to understand). To ensure that you receive the module's full benefit, keywords will be marked the first time they occur and defined in a box containing the keywords symbol. Make sure that you read the definition of any words that you are unsure about.

Activities

Each session in the module will contain various types of activities to help you become knowledgeable and competent. The module contains three types of activities:

A **pre-assessment** is to be completed before reading through the module overview and introduction, and a **post-assessment** is to be completed once the entire module has been covered. This will measure the degree to which your knowledge has improved by completing the module.

Each session contains one or more **session activities** to be completed in the workbook, where indicated in the module. These activities measure your ability to recall and apply theoretical knowledge.

At the end of each study unit, a **summative assessment** needs to be completed. These assessments are longer than the session activities and will test your knowledge of all the work within the study unit.

Assessment instructions

Keep the following in mind before doing any of the assessments:

- All assessments are to be completed in the provided workbook.
- The manual contains all relevant information you will need to complete the questions. If additional information is needed, such as the use of online sources, facilities will be made available.
- Work through the activities in a study unit and make sure that you can answer all the questions before attempting the summative assessment. If you find that you are not sure of any part of the training material, repeat that section until you feel confident.
- The summative assessment must be done under the supervision of your trainer at the end Target of your learning period.

Module 1: Youth mentoring for AIS

Module outcomes

After completing this module, you will be able to:

1. Understand mentorship in the context of Agricultural Innovation Systems (AIS) for extensionists.
2. Design, implement and evaluate a mentoring programme to mentor individuals and groups for AIS.
3. Employ the appropriate mentoring approach(es) and tools to reflect a positive youth development framework.

Module overview

An agricultural extensionist influences the societies they work in to develop and change. In the Agricultural Innovation Systems (AIS) context, this change is stimulated with better relationships between the people involved. As an extensionist, you must develop appropriate mentoring skills and relationships to be able to do your job more effectively.

Module introduction

Agricultural extensionists are connectors within their local communities. As a connector, an agricultural extensionist models change within the community. In this module, you will learn how to become a mentor to those who are relatively new to the agricultural extension profession or enhance the skills of other extensionists and of your stakeholders.



Introducing the module and experiences with mentoring:
https://youtu.be/9txJ_6iXUvc



Complete the pre-assessment in your workbook.

Study unit 1: Introduction - Youth mentoring for AIS

Study unit outcomes

After completing this study unit, you should be able to:

- Define mentor, mentee, and mentorship roles in the mentorship within a positive youth development lens.
- Explore mentoring approaches and attributes of youth development.
- Review differences between mentoring and coaching, the advantages, and differences between and relevance for extensionists for AIS context.

Study unit overview

A mentorship is a relationship where an experienced or more knowledgeable person guides an inexperienced or less knowledgeable person. The mentor may be older or younger than the mentee as long as they have a certain area of expertise.



Study unit introduction

Extensionists are change agents in their communities, persuading others to embrace new methods and good agricultural practices and/or technology. Youth Mentoring for Agricultural Innovation Systems (AIS) provides an opportunity for an extensionist to mentor those with less experience, regardless of age, gender, or role.



A mentor can either work with an individual or with a group. The new extensionist paper defines the position extensionists have for the agricultural innovation system (AIS). The AIS includes several stakeholders to build, adapt and use. The extensionist's role facilitates changes, so extensionists find themselves in a position where to build their own knowledge skill set as extensionists. Mentorship is an opportunity for co-learning.



This module will help you to recognize and reflect on when you are a mentor and when you are a mentee, regardless of age or gender, when you guide or seek to be guided by a more experienced or more knowledgeable person. This module will offer a reflective learning style, which focuses on process as well as content and allows you to think through your past experiences, learn from them and turn them into deep learning.

Session 1.1: Introduction

Sessions outcomes

After completing this session, you should be able to:

- Define mentor, mentee, and mentorship roles in the mentorship within a positive youth development lens
- Explore mentoring approaches and attributes of youth development.
- Review differences between mentoring and coaching, the advantages, and differences between and relevance for extensionists for AIS context.

What is mentorship?

Mentorship is a personal development relationship where an experienced or more knowledgeable person guides an inexperienced or less knowledgeable person. The mentor may be older or younger than their mentee, as long as they have a certain area of expertise.

Mentoring supports and encourages people to manage their own learning so they can:

- Maximize their potential,
- Develop their skills,
- Improve their performance, and
- Become the person they want to be.

What is a mentor? What are their functions?

A mentor has professional and life experience and voluntarily agrees to help a mentee develop skills, competencies, or goals. Put another way, a mentor is an advisor and a role model who is willing to invest in the mentee's personal growth and professional development.

More than role models

Mentors are more than role models. While a mentor is certainly expected to be a role model for their mentees in a variety of ways, such as relating to peers, work-life balance, and ethics, merely being a role model does not make someone a mentor. Being a mentor means interacting with a mentee and providing them with support, advice, and feedback. It requires active involvement with the mentee, and it is intentional.

 Complete Activity 1.2 in your workbook.

Functions of a mentor

A mentor is a person with expertise who can help develop the career of a mentee. A mentor often has two primary functions:

- A career-related function
- A psychosocial function

The career-related function establishes the mentor as a coach whose advice enhances the mentee's professional performance and development. The psychosocial function establishes the mentor as a role model and support system for the mentee. Both functions provide explicit and implicit lessons related to professional development and general work-life balance.



A mentoring shares knowledge, skills, and life experience to guide their mentee towards reaching their full potential. It is a journey of shared discovery.



Mentee definition

A mentee is someone in the role of the learner in a mentoring relationship, regardless of the relative ages or positions of the mentor and mentee.



Complete Activity 1.3 in your workbook.

What do mentors do?

Mentors listen objectively and act as a sounding board. They ask questions that encourage mentees to look at issues from a variety of perspectives and focus on problem-solving, decision-making and solutions. They challenge traditional ways of thinking and encourage strategies outside of their mentee's comfort zone.

Mentors can prepare their mentees for professional careers and assist them in developing their workplace skills. They raise

the bar regarding a mentee's potential and provide guidance, support, encouragement, and constructive feedback.



Complete Activity 1.4 in your workbook.

Types of mentoring relationships and approaches

Mentoring relationships can be formal or informal, depending on the structure and the agreement between mentor and mentee. There are also a variety of mentoring approaches.

Mentoring approaches

The illustration below shows a variety of mentoring approaches.

The most common approach is one-on-one, which typically has a longer duration.

A group mentoring approach features a mentor providing mentorship to a group, which could include mentees of varying levels of expertise or experience. Another approach is peer-to-peer mentoring, where peers mentors one another.

Reverse mentoring is when peers reverse the mentor and mentee roles, depending on skills and expertise to provide career advancement. Reverse mentoring may also happen when someone younger has a skill set that someone older seeks to gain.

Distance or e-mentoring occurs due to accessibility or (in the recent pandemic) to provide a safer, socially distanced mentorship.

Speed mentoring is a timed mentoring activity experience usually conducted on a particular topic, where participants can experience multiple mentor-mentees meetings either virtually or face-to-face. People may be paired randomly or for specific topics for a certain amount of time, then they will be randomly scrambled for another mentoring encounter.



Types of mentoring relationship

There are many different types of mentoring relationships. These different types of mentoring relationships differ according to:

- Context,
- Setting,
- Situation,
- Structure (formal or informal),
- Length of time (either in duration of total time spent together); and
- Frequency of contact.

There are many different types of mentorship relationship:

- Established career and early career,

- Professor to student,
- Professional to professional,
- Peer mentoring (same developmental level with specific differences in experience),
- Friendship,
- Parent-like characteristics can be present,
- Task-focused versus relationship-based,
- Daily contact or less frequent contact,
- Short- or long-term mentorships,
- Collegial collaborations.

 Complete Activity 1.5 in your workbook.

 Complete Activity 1.6 in your workbook.

Mentoring and coaching



Mentoring is a relationship where a more experienced person uses their greater knowledge and understanding of the work (or workplace or skill set) to support the development of a less experienced person.

Coaching is when a person’s skills and knowledge are developed to improve their job performance, which will hopefully lead to achieving organizational objectives. The goal of coaching is high performance and improvement at work, although it may also impact an person’s private life. It usually lasts for a short time and focuses on specific skills and goals.

Key differences between mentoring and coaching

In the following table, you can see the key differences between mentoring and coaching. Though there are differences, mentoring and coaching both aim to improve the skills and expertise in a relationship.

Table 1: Differences between mentoring and coaching

Mentoring	Coaching
Relationship – ongoing and usually long-term.	Relationship - usually short-term.
Less formal - meetings take place when the mentee needs guidance and/or support.	More structured with regularly scheduled meetings.
Long term and broader view of the mentee.	Short-term and focused on specific development areas/ issues.
Mentor shares their experience and may be more senior in an organization.	Coach does not need direct experience of mentee’s formal occupational role

Mentoring	Coaching
Focus on career and personal development.	Focus on development/issues at work.
Agenda set by the mentor and the mentee for support and guidance to prepare them for the future.	Agenda focused on achieving specific, immediate goals
Revolves around developing the mentee professionally.	Revolves around specific development areas/issues.



Complete Activity 1.7 in your workbook.

Positive youth development and mentoring



Positive Youth Development & Mentoring:

<https://youtu.be/M5IISFbSIs>

Positive Youth Development (PYD) is an approach for working with youth. The United Nations describes youth as people between the ages of 15 and 24 years, but there are differences between countries so that age range may be from 15 to 35 years of age. Due to the age range, there may be youth who are in the extensionist profession.

PYD is an intentional, prosocial approach that engages youth in their communities, schools, organizations, peer groups and families in a manner that is

- Productive and constructive;
- Recognizes, utilizes, and enhances young people’s strengths;
- Promotes positive outcomes for young people by providing opportunities, fostering positive relationships; and
- Provides the support needed to build on their leadership strengths.

Positive Relationships
+ Positive Experiences
+ Positive Environments
+Positive Risk taking
=Positive Youth Development

Mentoring and PYD have the following similarities:

- Have positive relationships occur in a positive environment with positive experiences.
- Strive for meaningful youth engagement.
- Offer youth opportunities to move beyond their comfort zones, and take positive risks in order to grow and learn.

The difference between mentoring and PYD is that in PYD, youth and adults work in partnership.

There is a power difference between a mentor and their mentee, due to the difference in skill and expertise that a mentor imparts while working with a mentee. There is a move toward balancing the power dynamics so it will be possible to operate from a more equal decision-making position.

Power vs Partnership:



 Complete Activity 1.8 in your workbook.

Why mentoring and AIS?

An agricultural extensionist's influence promotes developmental change in the societies where they work. In the AIS context, this change happens when an extensionist communicates and facilitates learning among those who seek or need to acquire new skills regarding:

- Science,
- Good agricultural practices,
- New methods, and
- Technology.

Mentoring builds relationships between those with skills and experience with those who lack them. Mentors can create sustainable change through developing increased competence and capacity with others. Mentoring for AIS is an opportunity to do the following:

- Develop people's capacity both individually and in groups,
- Think outside the box,
- Collaborate on innovative solutions, and
- Transfer knowledge and skills.

By using various mentoring approaches and types of relationships, an extensionist can create positive relationships through intentionally framed learning experiences in situations or environments that allow others to gain skills, and learn about techniques and practices.

Mentoring for AIS builds:

- Connections in communities,
- Capacity and competence for less experienced extensionists,
- People's ability to think outside the box, and
- Innovative solutions for agricultural challenges.

As an extensionist, you are a mentor when you use your professional skills and life experience to help others develop skills, competencies, or goals. You create an investment in someone else's growth and development, both personally and professionally



Why is mentoring important to extension workers?:

<https://youtu.be/qQRnaMkcQWIs>

Terms

Agricultural Innovation System (AIS): A network of organisations, enterprises, and individuals focused on bringing new products, new processes, and new forms of organisations into social and economic use, together with the institutions and policies that affect their innovative behaviour and performance.

Mentorship: A relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person.

Mentor: A person who has professional and life experience and who voluntarily agrees to help a mentee develop skills, competencies, or goals.

Mentee: A person in the role of learner in mentoring relationships, regardless of relative ages or positions of the mentor and mentee.

Mentoring Approaches: Different styles of mentoring, including one-on-one, group mentoring, e-mentoring, distance mentoring, speed mentoring and reverse mentoring.

Mentoring relationships: The relationships between mentors and mentees, which vary according to context, setting, situation, formality, length of time, and frequency of contact.

Coaching: A process of developing a person's skills and knowledge so that their job performance improves, hopefully leading to the achievement of organizational objectives.

Youth: Young person(s) between the ages of 15 and 24, though the age range varies and is, in some cases, defined as 15 to 35.

Positive Youth Development (PYD): An intentional, prosocial approach that engages youth within their communities, schools, organizations, peer groups and families in a manner that is

productive and constructive; recognizes, utilizes, and enhances young people's strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishes the support needed to build on their leadership strengths

References/Resources

- The 'New Extensionist' - The New Extensionist GFRAS position paper 2012 - The 'New Extensionist'
- Agricultural Innovation Solutions (AIS) – GFRAS NELK Module 2 – Extension Methods and Tools, Unit 2 – Study Unit 2.1 Evolutions and Features of Extension, pg. 24- 27; New Extensionist Learning Kit NELK; NOTE 13: Agricultural Innovation Systems - 13 Agricultural Innovation Systems
- World Wide Extension Study and link to Extension and Advisory Services (EAS) 2014 - website link <https://www.g-fras.org/en/world-wide-extension-study.html?highlight=WyJleHRlbnNpb24iLCJleHRlbnNpb24ncyIsImV4dGVuc2l2ZWx5IiwiaWR2aXNvcnkiLCJhZHZpc29yaWVzIiwic2VydmljZXMiLCJzZXJ2aWNIIIO=>
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- Mentor, Mentoring, Mentorship: NCWIT Mentoring-in-a-Box: Technical Women at Work -Mentoring Basics - A Mentor's Guide to Success –Mentoring-in-a-Box: Women Faculty in Computing | National Center for Women & Information Technology
- Mentoring: Definitions and Principles: Mentoring: definitions and principles
- Human Resources Organisational Development Training and Diversity Mentoring Guidelines -Mentoring Guidelines
- The Mentor Toolkit Worksheets - https://www.terpassociates.com/wp-content/uploads/2018/11/Mentor-Toolkit-Worksheets-2.0_web.pdf
- YPARD "Why be a mentor for young agricultural professionals?" Why be a mentor for young agricultural professionals?

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- Kovacevic, M., Dickson-Hoyle, S., Mukhebi, D. and Yoga-Yieke, P. 2018. Coordinating a mentoring program: a toolkit for agriculture, forestry, landscapes and other sectors. V4. YPARD, Rome. <https://ypard.gitbook.io/mentoring/>
- Coaching and Mentoring | Factsheets | CIPD -CIPD Mentoring Factsheet
- Definition of Youth - United Nations - <https://www.un.org/development/desa/youth/what-we-do/faq.html> and <https://www.un.org/development/desa/youth/>
- Positive Youth Development - Positive Youth Development and Positive Youth Development (PYD) Framework | YouthPower
- Essential Elements of 4-H Youth Development Programs, Training and Curriculum Guide, adapted from Activity Examining Teen/Adult Partnerships, Session 8, Activity One. ESSENTIAL ELEMENTS

Study unit 2: Mentor-mentee relationships, skills and competencies for AIS

Study unit outcomes

After completing this study unit, you should be able to:

- Apply your skills and competencies as a mentor for AIS
- Plan and initiate a mentoring relationship.
- Build an effective mentoring relationship as an extensionist.
- Reflect on mentorship for your role as an extensionist for AIS



Complete the pre-assessment in your workbook.

Unit overview

This unit looks at the qualities of the mentoring relationship needed for a successful mentoring programme. Mentoring requires the mentor and mentee to reflect, highlight and record their situations to make sure the programme is successful. While the suggestions can be used as guidelines, the mentoring relationship should always be contextualized. This unit will help you become a mentor and improve your ability to perform a role as a “new extensionist”. This will help your mentees implement agricultural innovations.

Several people participate in a mentorship relationship, and it can be between individuals or with a group. A mentorship involves

deliberately building a potentially mutual relationship, even though it appears that it is more for the benefit to the mentee. This may not necessarily be the case for EAS in AIS. The new extensionist paper defines the new position that extensionists find themselves in due to the paradigm that is AIS.

Extension and Advisory Services (EAS): Agricultural extension was previously described as the process of linking farmers to research, technologies and knowledge needed for production. This has recently expanded to a broader range of activities including organization, stakeholder management and has now included a diverse range of disciplines that directly affect the farmer outside the scope of production.

Agricultural Innovation System (AIS) - "An innovation system is defined as a network of organisations, enterprises, and individuals focused on bringing new products, processes and forms of organisations into economic use, together with the institutions and policies that affect their behaviour and performance"- GFRAS

The agricultural innovation system therefore contains several aspects including building of knowledge, adaptation of the knowledge and use of the knowledge.

Unit introduction

AIS has several aspects including:

- Building knowledge,
- Adapting knowledge and
- Using knowledge

This must be done while considering all the several stakeholders in the system. This is why a facilitator is needed to streamline these innovative processes. The extensionist's traditional role has changed and now includes the role of facilitator. Since a mentorship is a relationship between a more experienced person and a less knowledgeable and experienced person in the same field, it is logical that mentorship provides opportunities for extensionists to perform their role for AIS.



Figure 2: Steps in a mentoring relationship

Session 2.1 Building and defining the mentoring relationship

Introduction

A mentoring relationship is a two-way street, no matter what type of mentoring process has been chosen. As a mentor, you need to feel confident in taking up the role, and building a mentorship relationship is the first step in the process. This includes taking deliberate action to work towards establishing and developing the process.

Factors influencing the mentorship relationship

Various factors influence a mentoring relationship and must be considered when establishing the relationship. Most important is the commonalities for both the mentor and mentee .

Communication

Communication is a very important aspect of the building of the mentoring relationship. This would easily set the tone for the relationship. This can be divided into two aspects:

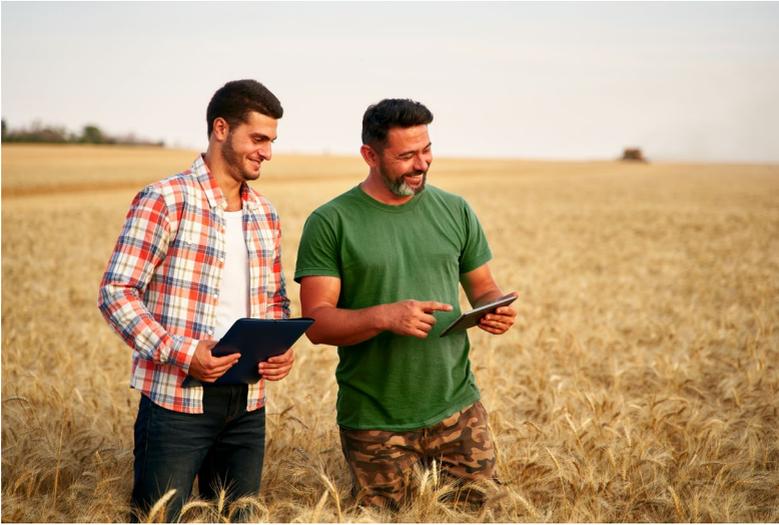
- Applied: Active listening
- Practical tools: Channel, frequency, and convenience

Active listening: The skill of concentrating and fully participating in what is being said.



To be an active listener, you need to do the following:

- Pay attention,
- Withhold judgement,
- Clarify what was said,
- Give feedback either via paraphrasing or asking open-ended questions,
- Respect feelings, and
- Conclude.



Two people communicating



A group meeting with one person facilitating

What does this mean for the mentor?

As a mentor, you need to listen to your mentee and pay attention to what their needs are so you can provide the support they need. As an extensionist, active listening is especially important, especially when new innovations are introduced in the system.

Practical tools involve the structure that you work in. For extensionists in rural advisory services (RAS), for example, infrastructural challenges are expected and explaining this clearly helps to make sure that necessary adjustments are made. The infrastructural challenges include:

- Communication networks including internet connectivity,
- Electricity, and
- Transport systems.

It is best to find the solutions based on availability, frequency and convenience. The activity at the end of this session will help you make this decision.

Mutual trust

Mutual trust is a building block in establishing a successful mentoring relationship. Both the mentor and mentee are responsible to ensure that trust is built. As a mentor, your experience and expertise give you a head start, so you may need to make more effort to break the ice and allow your mentee to express themselves.

Here are some ways to build trust (as shown in Figure 3):

- Be reliable: Keep your word and follow through with actions.
- Be open: Express yourself and allow for others to do so as well.
- Be honest: Keep your word and communicate.
- Show integrity: Keep confidential matters confidential.

Use tools like agreements to build trust such that certain guidelines and expectations are met and respect each other's contributions, the YPARD toolkit *Section 10: Building the*

mentoring relationship - Coordinating a Mentoring Program: A toolkit for agriculture, forestry, landscapes and other sectors has helpful examples. Remember that trust is built over time so you should try to force it to happen immediately. You and your mentee may need to know each other better before your relationship to be open and for your mentee to be able to express their needs. As a mentor, encourage your mentee to find their own voice and provide them with the guidance they need.

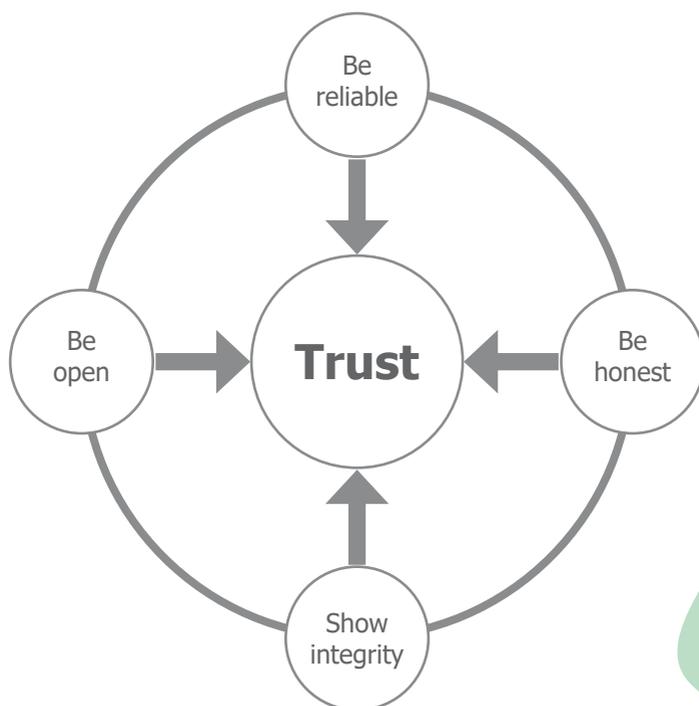


Figure 3: Building trust in mentorship

Support and encouragement

The support that is needed should be clearly expressed at the beginning of the relationship. You should also express what support you are able to provide, which should be within your capacities, and in line with what the mentorship coordinating unit or coordinator are able to provide, such as facilitation

and structure. This support may also be provided in the form of encouragement. As an extensionist, one of your roles is stakeholder management, which may arise at different levels of governance. Facilitating innovation through these different levels may require emotional intelligence and strategy that you can only acquire through experience. Support may not always be tangible, but sharing experiences with your mentee can encourage them when they face challenges.

Governance is the different ways in which power is held. This may be vertical or horizontal and involves both governmental and non-governmental parties interested in policy decisions. They are divided into several levels, including national, state and local levels.



Complete Activity 2.1 in your workbook.

Managing expectations and goal setting



Managing Expectations & Goal Setting:

https://youtu.be/Q65Swr45C_o

Goal setting is fundamental to mentoring relationships. Having goals ensures that there is a definite direction and plan to move forward and provides an overall purpose for the mentoring relationship. It helps to manage expectations and builds trust.

Consider these questions while setting up the goal between you as a mentor with the mentee:

- What is the purpose of the mentorship programme?
- What are our collective goals?
- What are your individual goals?
- What expectations do you as a mentor have for the mentee and vice versa?

Encourage the mentee to come up with goals that are:

- **S**pecific
- **M**easurable
- **A**chievable
- **R**esult-oriented and
- **T**ime-based.



Complete Activity 2.2 in your workbook.

Session 2.2 Managing dynamics: power and accessibility

Introduction

Relationships have various dynamics, of which power is one. The mentoring relationship potentially is a hierarchical relationship that would have power presented in various ways. Analysing and recognising this dynamic is necessary to reflect on as you plan to enter a mentorship relationship.

What is power in a mentoring relationship?

In a mentorship relationship, the mentor is often placed in a more powerful position than the mentee. As the mentor, you have access to certain opportunities, experiences, networks, and resources that the mentee does not, but aspires to have and would benefit from. Aside from this, individual factors could influence the individual power dynamic, including

- Gender,
- Race,
- Ethnicity,
- Sexual orientation,
- Class, and
- Ability.

These factors influence how the mentor and mentee interact. You must reflect on the advantages of the power that you have and how this can be beneficial in the relationship. As a mentor, you must be aware of societal inequalities and open any doors you are in the position to open.

Be aware of the factors of power that you hold that may prevent your mentee's voice from being heard and give you an advantage, either consciously or unconsciously. Always go back to the goal-setting document and remember the purpose of the relationship.



Complete Activity 2.3 in your workbook.

Why look at power in a mentorship relationship?

Successful mentorship relationships often progress beyond the formal prescribed structure once mutual trust has been established. Friendships and relationships outside the time set for the mentorship may develop. It is important to look at power, and how it applies in the context of EAS and AIS.

Power may apply in different scenarios. In the case of digitalisation of agriculture, the mentee may be the one with the power of knowledge. For example, in circumstances where youth mentees are involved, the power dynamics shift because the youth are leading the digital age. Younger people would be new extensionists in this regard and would be able to transfer knowledge to the more seasoned extensionists.

Digitalisation of Agriculture: Enabling or improving processes by leveraging digital technologies and digitized data. The EAS has changed in quickly moving to digitalization.



Refer to The Digitalisation of African Agriculture Report launch for more information.



Complete Activity 2.4 in your workbook.

Session 2.3 Mentor skills and competencies: Education and training

Introduction

As a mentor, you need to reflect on your position in the mentoring relationship and what is needed to have a successful mentorship programme. While the need for mentorship should be driven by the mentee, you must reflect on your capabilities and willingness to be a mentor. This session will outline the skills needed for a successful mentorship process. There are the basic skills that every mentor should possess:

- Developing capabilities,
- Providing corrective feedback,
- Managing risk, and
- Providing opportunities that align with the mentee's needs.

To make sure you and your mentee have a meaningful relationship, reflect on your:

- Capabilities,
- Position(s), and
- Resources available to you.

Skills and competencies as a mentor

Figure 4 highlights a mentoring skills model that takes into account the skills of both the mentor and the mentee. Both parties need to share common skills for the relationship to prosper, including:

- Active listening,
- Building trust,
- Common goals, and
- Encouraging.

This session will focus on the skills of the mentor. Figure 4 illustrates the skills that a mentor needs to have are Instruction/ Developing Capabilities- This includes the ability to train and impart knowledge to your mentee.

- Inspiring - This differs according to people’s personalities. As a mentor, you should inspire your mentee to want to reach to your current positions as an extensionist. You should also be able to inspire an inexperienced extensionist to adopt innovative interventions in the agricultural system.
- Opening doors - As a mentor, you have opportunities and networking avenues that would be useful for your mentee.
- Providing corrective feedback - You should provide feedback that is constructive and can be used for growth. Please refer to Unit 1 of this document on positive youth development.
- Managing Risk - You should work together with the mentorship coordinator/coordinating unit to manage any risks that may emerge.

THE MENTORING SKILLS MODEL

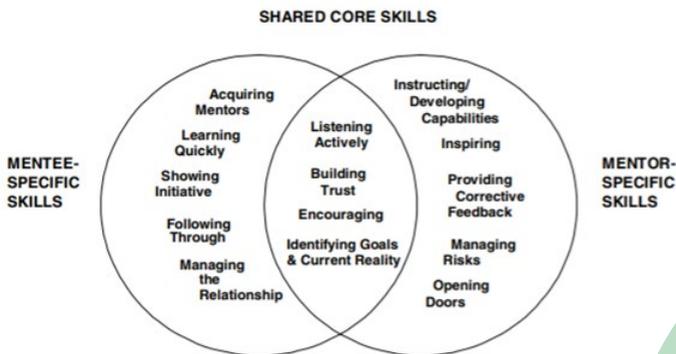


Figure 4: Mentoring skills model (Phillips-Jones 2003)

Analysing the skills relevant for AIS

As an extensionist, you must be adaptable and know how to work with multidisciplinary and interdisciplinary teams. Mentorships provides that opportunity to apply and improve on the skills necessary to work with teams that reflect a range of experiences and expertise

Now that you have learnt about the skills of a mentee and mentor, think about what skills you have that would be useful for

you to be a mentor. The activity at the end of this session gives some of the skills that the extensionist needs to possess for them to be able to work effectively. Reflect on the skills in this session and how they can be synergized with skills needed by a new extensionist.



Complete Activity 2.5 in your workbook.

Session 2.4 Mentor-mentee agreement and accountability

Introduction

Reviewing the relationship after understanding the various factors involved in establishing a mentorship relationship is a continuous process. Nonetheless, just like goal setting, the mentor-mentee must come up with agreements, according to the type of mentorship. Agreements aid in creating accountability for the parties involved. The agreement should be secured during the first meeting.

Ideally, the agreement should have contact information of the participants, confidentiality clauses and information on factors affecting the mentorship relationship. In addition to the examples you learnt about earlier. Please refer to the YPARD mentoring guide for examples on how to approach agreements. Another example is the mentoring agreement from the University of California Davis mentorship program mentoring agreement.

Creating the agreements

What are the factors to consider when building a relationship?

Before you chose the type of agreement, you should reflect on:

- What would work for your situation? Formal, informal etc.
- Are there existing formats for the programme?
- Why are you establishing an agreement?



Complete Activity 2.6 in your workbook.

Abbreviations

EAS: Extension and Advisory Services

AIS: Agriculture Innovation Systems

Terms

Mentorship: A relationship between people where the more experienced person transfers knowledge and experience to a less knowledgeable and experienced individual in the same field.

New extensionist: the traditional extension agent who now finds themselves in an agricultural innovation system.

Extension and Advisory Services (EAS): Agricultural extension that involves both linking farmers to research, technologies and knowledge needed for production, and also a broader range of activities including organization, stakeholder management and diversity disciplines that directly affect the farmer outside the scope of production.

Agricultural Innovation System (AIS): A network of organisations, enterprises, and individuals focused on bringing new products, processes and forms of organisations into economic use, together with the institutions and policies that affect their behaviour and performance.

Mentorship coordinator: The person(s) or institution that oversees a mentorship programme, including pairing mentors and mentees, tracking and evaluation process, providing advice and ensuring that the mentor and mentee needs are met. Mentorship Coordinator should be able to support the mentorship process via tracking progress and ensuring accountability of participants. In addition to addressing any emergent issues in the process of the relationship. Please note that most programs would provide financial support to facilitate the process but this depends on the nature of the program. This is especially in formal mentorship.

Digitalisation of agriculture: Digitalization refers to enabling or improving processes by leveraging digital technologies and digitized data. The EAS has changed in quickly moving to digitalisation.

Governance: The different ways in which power is held. This may be vertical or horizontal and involves government and non-governmental actors interested in policy decisions, divided into several levels including national, state and local levels.

Infrastructure: Communication networks including internet connectivity, electric and transport systems and so on.

References/resources

- The New Extensionist: [GFRAS Publications- The New Extensionist Position Paper](#)
- Mentor Skills and Competencies: [Skills for Successful Mentoring](#)
- Mentoring Relationship: [Building Relationships: A guide for new mentors](#)
- [Measuring the effectiveness of faculty mentoring relationships](#)
- Diversity and Power in Mentoring Relationships, Catherine A. Hansman: [Diversity and power in mentoring relationships](#)
- Privilege and Power: [Diversity Toolkit: A guide to discussing identity, power and privilege](#)
- Power in Coaching and Mentoring, Garvey: [Power in coaching and mentoring](#)
- Mentoring agreements: [Template mentoring agreement](#)
- Appreciative Inquiry: [A short guide to the appreciative inquiry model and process](#)
- YPARD mentoring guide: [Ending a mentoring program](#)
- UC Davis mentorship agreement example: [Mentoring agreement](#)

Study unit 3: Design and implement an EAS mentoring programme for AIS

Study unit outcomes

After completing this study unit, you should be able to:

- Outline the steps needed to successfully implement a mentoring programme.
- Identify and pair mentors and mentees.
- Plan and execute a mentoring programme and mentoring activities.
- Monitor, evaluate and celebrate a mentoring programme within AIS

Overview

According to the GFRAS new extensionist position paper, extensionists find themselves in new and expanding roles beyond the production advisory role, as extensionists now must adapt to various emergent innovations. Within the Agricultural Innovation Systems (AIS), extensionists interact with and bring together various stakeholders. This calls for extensionists to learn different knowledge sets. Previously in this module, you learnt about the role of mentorship in AIS where the EAS extensionist fits in. Taking this into consideration, and the dynamics involved in when individuals build relationships, it is necessary to plan and establish mentoring relationships with care. This unit will point out practical steps towards achieving a mentoring programme.

Introduction

This unit will focus on the practical steps to build a mentoring programme. Each mentorship programme will be different based

on institutional status. For example, an inhouse programme in an EAS organisation (internal) is different from a mentorship programme where an external coordinating group brings together different extensionists. In both of these scenarios, the mentorship coordinator is the key person to build the mentorship programme.

The following image outlines various steps to consider in the building of a mentoring relationship:



Figure 5: Steps to starting a mentorship programme



The Mentorship Co-ordinator is the person(s) responsible for the facilitation of the program. This includes finding the right fit if mentors and mentees. Facilitating the process by being the link between the mentorship program and the mentor and mentees. Ensuring accountability for both the mentors and mentees in the program. Generally tracking the progress of the relationship.



Setting up a mentoring program:
<https://youtu.be/3VfB-3Psh5g>

Session 3.1 Designing the programme and pairing mentors and mentees

Introduction

In the previous module, you learnt about the considerations and factors involved in building a successful mentoring relationship. This session will focus on the individuals and the factors that should be considered for the success of the programme.

This session will focus on the steps involved in designing a programme and pairing mentors and mentees. When you design the programme first, you must look at the purpose or intent of the programme. Factors to consider include:

- The resources available and
- Why do you need a mentorship programme?

Once this is done, you will need to put out a call for participants. Who will want to participate depends on the type of programme. Here are some factors to consider:

- General background information of the applicants such as name, contact information, residency, and so on.
- Different application forms for mentors and mentees, capture information relevant to the characteristics of a mentor and mentee.
- The application includes the motivations of mentors and mentees to join the programme, and their personal and professional goals.

Step 1: Identify and pair mentors with mentees

Before pairing of the mentor and mentee, review the application of each of the mentors and mentees. The points to consider beforehand are briefly described below. These necessary factors for matching are divided into two sections:

- Compatibility, and
- Suitability.

Consider how similarities between the participants would enhance and strengthen the relationship.

Compatibility

In determining compatibility of the mentor and mentee, consider the following:

Profession - Are the mentor and mentee in a similar career position with EAS? For example, are they educators, extensionists, knowledge managers and so on?

Location - What is the proximity of the mentor and mentee to each other? This is influenced by the type of mentoring approach used. Extensionists mostly work on location, so ensuring that the process can happen on ground would richly benefit the relationship.

Level of seniority and experience - This may include several things, such as career traction and progression relative to each other, the career direction and specific experience being sought for the mentee. Do they understand the position of the new extensionist and how this has shifted dynamics for extensionists?

Suitability

The YPARD mentoring toolkit offers several factors to consider when pairing a mentor with a mentee, such as:

Key interests - What are they hoping to achieve by the end of the mentoring period? This includes what they expressed in their application.

Socio-cultural differences - Consider the socio-cultural context of the mentor and mentee, especially when it comes to advising. As an extensionist, you often work in different cultural contexts and must recognize that a one size fits all approach is not suitable for stakeholder management.

Gender – The importance of gender may be apparent when certain issues or challenges arise, as people of similar gender may relate to each other better. The gender spectrum is broad, and it is worth considering as a suitability requirement, if participants are willing to divulge such information. Additionally, studies have shown a difference in experience for extensionists of different genders.

Hierarchy and level of experience - The hierarchy and rank of the mentor means they have resources and opportunities that will be useful for their mentee. This information is helpful when matching a pair. Additionally, when matching based on educational level, consider whether to match a bachelor's level student with a high ranking senior professional rather than with a Masters or a PhD level mentor.

Personality types - It may not be possible to get a complete picture of the participants' personalities. The coordinator must get an idea of the participants' personalities to ensure compatibility.



 Complete Activity 3.1 in your workbook.

Session 3.2: Build a mentoring programme

Introduction

When all the prerequisites needed to pair a mentor and mentee have been established, it is time to get on with the mentoring process. The relationship between mentor and mentee is important, so it is important to ensure they have common goals and aims for the process. Any anticipated limitations must be discussed so there is a plan in place when the need arises. The first meeting will be an introductory meeting to set out individual expectations between the mentor and mentee, and of the programme.

The mentoring coordinator should be able to provide the support needed for the mentor and mentee. This includes follow up and adherence to pre-agreed plans and to create a plan that outlines the feedback structure of the mentorship program.



Step 2: Define goals and objectives and co-design the process

Goal setting

Goal setting is paramount as it sets the tone and manages expectations of the participants. The goals should SMART which stands for

- Specific,
- Measurable,
- Attainable,
- Relevant and
- Time-Bound.

The goals should align with the time for the mentorship programme, and the individual goals and expected outcomes

for both the mentor and the mentee should be expressed at this first meeting. After setting the goals and deciding on common outcomes, participants can plan how to achieve these goals.

Meetings

The participants must then plan their meetings, including:

- How participants will meet,
- The most convenient method to use,
- When the meetings will take place and
- How often meetings will take place.

The meetings need to be synchronized with the programme requirements. The YPARD mentoring toolkit contains practical examples of how the initial meeting can happen.

Feedback process and performance tracking

Steps 3 and 4 of this unit elaborate on the monitoring and evaluation of the programme and activities. This involves planning on feedback processes and methods. Establish a plan for the feedback and performance tracking methods to be used and when to expect them to happen.

Formalizing the process

All these details between the mentor and mentee must be formally acknowledged with a written plan, which may be informal or a formal contract or agreement.

Session 3.3: How to plan mentoring activities

Step 3: Plan mentoring activities

Review the mentoring approaches and mentoring relationships when you plan mentoring activities. Think about which approach to use for AIS and the type(s) of mentoring relationships. YPARD suggests considering the theory of change for the programme. Check out the template and interactive form.

Here are some questions to consider when planning mentoring activities in the AIS mentoring programme.

Type of mentoring relationships	Individual or group?
How to conduct the mentoring activity	Face to face or virtual?
Learning objective of the activity	<p>What competency is the mentor to teach or convey to the mentee?</p> <p>Does it require an assessment of the mentee's skill set?</p> <p>How can the learning best be achieved?</p>
Mentoring sessions - frequency, duration, number	<p>1 hour? 1 day? Daily? Monthly?</p> <p>Does it vary based on activity?</p> <p>Does it depend on mentoring programme length?</p>
Length of mentoring programme	<p>1 day? 1 month? 3 months? 6 months? Depends upon learning/expertise to be gained?</p>

Extension activities can be adjusted to create intentional mentoring activities or experiences. In the GFRAS NELK Unit 2 on Extension Methods and Tools, demonstration plots, farmer field schools are extension methods that allow extension programme participants to learn by doing were discussed. These extension methods can be mentoring activities and conducted one-on-one or in group settings. The mentoring activity may be face-to-face or virtually and include technology like videos. Mock scenarios or situations can be used to frame experiences for the mentee(s) to address and receive feedback from the mentor. In the following activity, you will practice how you would design a mentoring activity.



Complete Activity 3.2 in your workbook.

Session 3.4: Ending the programme

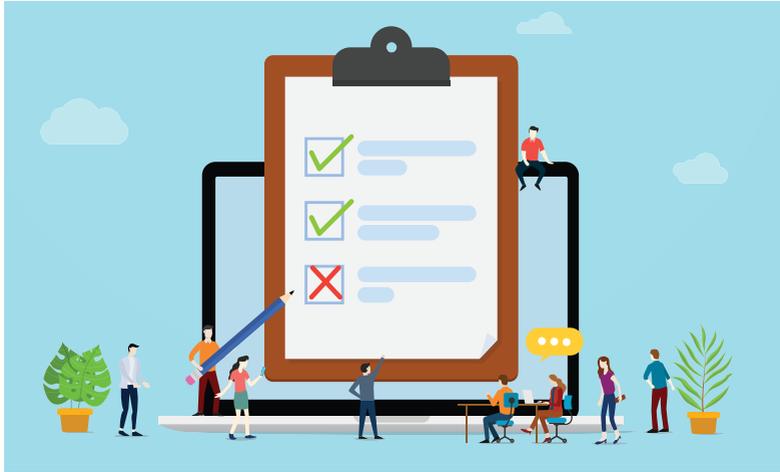
Step 4: Monitor, evaluate and celebrate

In Unit 1 of this module, mentorship was defined as a relationship where a more experienced or more knowledgeable person guides a less experienced or less knowledgeable person. As an extensionist who serves as a change agent, it is important to review, evaluate and celebrate the change that occurs as those being mentored grow and develop. In the YPARD Module 5: Monitoring and evaluating the mentoring programme, monitoring (M) refers to setting targets and milestones to measure progress and achievement during the programme. Evaluation (E) is a structured process to assess the success of a programme in meeting its goals and reflect on the lessons learned when the programme is coming to an end or has ended. In mentoring, it is important to

- Monitor and evaluate the relationship while the mentor and the mentee are both learning
- Understand how the mentoring programme is progressing and
- Adjust the programme as necessary in real time.



As outlined in the M & E plan, the mentoring programme depends on the approaches and what stage the mentoring programme is at. Some approaches to consider include use of surveys, interviews, and narrative journal/diary for the mentoring relationship.





As an extensionist, you need to decide:

- How formal or informal your M & E plan will be,
- Whether you will assess the relationship or the mentoring activity/experience(s) and
- Define how you will know whether the mentoring activities and mentoring programme have been successful.

Celebration





The chance to celebrate, to reflect on what has been learned/gained provides an opportunity to conclude the mentoring relationship. What this celebration looks like depends on

- The mentoring approach,
- The mentoring relationship, and
- Available resources.

YPARD Module 12: Ending the Mentoring Program offers a perspective and tools to use to determine how the M & E aligns. The celebration can include a graduation or closing of the mentoring relationship. It reflects how the programme has been conducted. Review Step 3, and consider the following:

- Individual or group?
- Face to face or virtual?
- Achievement of skills?
- Types of skills learned/gained?
- Frequency/duration/ number of mentoring sessions and programme length?

As an extensionist, consider how you as a change agent, a role model, serve as a mentor all the time. In that capacity, reflect on how important celebrating and providing closure to learning experiences are for all learning activities as you go to the workbook to complete the following activity.



Complete Activity 3.3 in your workbook.

Terms

Mentorship coordinator: The person(s) or institution that oversees the mentorship programme, including pairing mentors and mentees, tracking and evaluation, providing advice and ensuring that the needs of mentors and mentees are met.

Mentoring approaches: Approaches to mentoring that may range from one-on-one, group mentoring to e-mentoring, or distance mentoring to speed mentoring or reverse mentoring,

Mentoring relationships: The relationships between mentors and mentees

Mentorship: A relationship where a more experienced or more knowledgeable person guides a less experienced or less knowledgeable person.

Monitoring (M): Setting targets and milestones to measure progress and achievement during the programme.

Evaluation (E): A structured process to assess the success of a programme in meeting its goals and reflect on the lessons learned as the programme is coming to an end or has ended.

Theory of change: How and why a desired change is expected to happen in a particular context. Developing a theory of change starts with a long-term goal and works backwards to identify where you want to go, the route you will take to get there and

why certain milestones are necessary steps in the path you will travel. Elements of a theory of change include outcomes (both long and short-term), outputs, activities, and inputs.

References/resources

- The New Extensionist Position Paper: <https://www.g-fras.org/en/knowledge/gfras-publications/file/126-the-new-extensionist-position-paper?start=20>
- Guidelines for mentorship coordinators: https://cgspace.cgiar.org/bitstream/handle/10947/2746/42A_Mentoring%20Program%20Coordinator%20Guidelines%20WP.pdf?sequence=1
- Building Relationships: <https://archive.globallandscapesforum.org/building-supportive-intergenerational-relationships/>
- YPARD Module 10.1 – Initial Meeting Formats - <https://ypard.gitbook.io/mentoring/10-building-the-mentoring-relationship#10-1-initial-meeting-formats>
- GFRAS NELK Unit 2 on Extension Methods and Tools - <https://www.g-fras.org/en/knowledge/new-extensionist-learning-kit-nelk.html#module-2-extension-approaches-and-tools>
- YPARD Mentoring Website Link: <https://ypard.net/mentoring>
- Kovacevic, M., Dickson-Hoyle, S., Mukhebi, D. and Yoga-Yieke, P. 2018. Coordinating a mentoring program: a toolkit for agriculture, forestry, landscapes and other sectors. V4. YPARD, Rome. About - Coordinating a Mentoring Program: A toolkit for agriculture, forestry, landscapes and other sectors
- YPARD Module 05: Planning the mentoring program
05: Planning the mentoring program - Coordinating a Mentoring Program: A toolkit for agriculture, forestry, landscapes and other sectors
- YPARD Theory of Change Resources- Unit 1 - <https://ypard.gitbook.io/mentoring/01-getting-started-mapping-your-context-template-and-interactive>
- YPARD Mentoring approaches: Unit 2 - 02: Choosing a mentoring approach - Coordinating a Mentoring Program: A toolkit for agriculture, forestry, landscapes and other sectors and Unit 6 - 06: Monitoring and evaluating the mentoring program - Coordinating a Mentoring Program: A toolkit for agriculture, forestry, landscapes and other sectors

- YPARD Module 6 Monitoring and Evaluating Plan - 06: Monitoring and evaluating the mentoring program - Coordinating a Mentoring Program: A toolkit for agriculture, forestry, landscapes and other sectors
- YPARD Module 12: Ending the Mentoring Program 12: Ending the mentoring program - Coordinating a Mentoring Program: A toolkit for agriculture, forestry, landscapes and other sectors
- YPARD Module 12.2 – Graduation 12: Ending the mentoring program - Coordinating a Mentoring Program: A toolkit for agriculture, forestry, landscapes and other sectors

Study unit 4 Mentoring in practice

Study unit outcomes

After completing this study unit, you should be able to:

- Understand the use of digital agriculture for extension and advisory services.
- Define your position as an extensionist for mentoring with technology for AIS.
- Draw lessons to use best 'digital' practices for AIS mentorship.

Overview

In this unit, you will learn about the digitalization of agriculture and the development of digital advisory services (DAS). It will highlight the specific aspects of the DAS and what this looks like for the extensionist. This unit session will examine the relevance of mentoring for AIS and DAS, as a component of the new paradigms. It is meant to guide the extensionist and provide insight on DAS approaches towards DAS and uptake of new technology.



Complete Unit 4 pre-assessment activity

Session 4.1: Digital advisory services for the extensionist for AIS

Introduction

An extensionist translates new developments and innovation to end users in food systems. The challenges to implement new ideas are not new to the extensionist and they are expected to be well equipped to deal with the various levels of adoption.

Why is DAS important for extensionists?

Digital Advisory Services (DAS) refers to the application and transfer of scientific knowledge and technologies through farmer education to improve agricultural practices using digital tools. These digital tools are applied throughout the food system and involve providing useful technological information for wider functions. Outside agricultural production and productivity these include market information, promotion of environmentally sustainable practices, climate change adaptation and mitigation and general livelihood of rural folk.

The AIS has various roles the extensionist must play, as one of the main components is the constant innovative processes that happen within the system. One aspect is Digital Advisory Services (DAS), which falls under the greater tag of Information Communication and Technology for agriculture (ICT4AG) tools.

The recent COVID-19 pandemic has limited face-to-face contact, increasing the use of digital tools in the agricultural sector.

Considerations and challenges of using new technologies

When starting to use new technologies or innovations there are several considerations. With the introduction of new technology, the adoption process will follow the sequence of:

- Innovators,
- Early adopters,
- Early majority,
- Late majority, and
- Laggards.





There are several considerations outside the challenge of the adoption process that must be put in place, which will be explained in this session.

Adoption of the new technology

Why are you adopting the new technology?

As an extensionist, your capacities may be limited by the number of farmers you can reach. One way to reach them is by using digital tools that provide a way to access several farmers at a time. When adopting a new technology, you must understand its purpose. Make sure that it is useful, and that it is not being adapted for the sake of trends.

Implementation

What are the considerations for the implementation of the technology?

As an extensionist, you will mostly work in rural areas. While new technology may be needed, there are important factors to consider before implementation. For example, if the purpose of the technology is to provide information via a mobile platform, the options available should be considered and the most suitable option chosen, like USSD or smartphone apps. Look at synchronous and asynchronous communication in the E-extension module, which further explains these considerations.

Also consider whether the necessary infrastructures are in place, such as internet connectivity, telecommunication, power supply and so on.

Capacities of the extensionist

Do you, as an extensionist, understand the technology?

You need to understand the technology when you train others and transfer the knowledge, and there must be continuous training on using the technology and managing the information relayed from the technology.

Data management

What is the data management plan?

Data management includes generating, storing and protecting data. How is the information going to be collected and stored, and how is stakeholder's information going to be protected? All these need to be considered while deciding on the technology to use. Most of these aspects should be decided by the end user.

Digital Advisory Services

Digital advisory services focus on using digital tools for extension and advisory services. Additional resources about this topic can be found in the NELK E-extension module. Digital tools for extension and advisory services can mostly be grouped into:

- Precision agriculture,
- Data collection,
- E-extension and
- Digital financial services.



Digital Advisory Services TikTok:

<https://youtu.be/2two1e9aXZs>

Figure 6 shows several areas where DAS can be applied and shows three phases of the food system and examples associated with each. Production focuses on how to increase productivity and maximize resources.

Distribution focuses on increasing efficiency and minimizing losses including logistics and marketing.

Finally, consumption focuses on ways of providing customer satisfaction. Examples of digital tools include

- Precision farming using timed irrigation,
- Advice provided through mobile tools like WhatsApp, Telegram, and iMessage;
- Marketing apps that provide real time market information, and
- GIS tools to trace produce and allow advice to be given remotely.

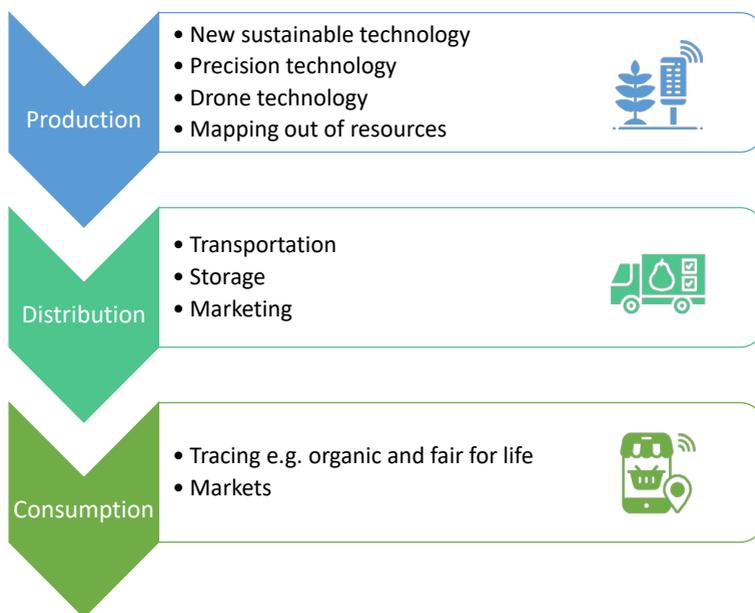


Figure 6: Application of DAS in the food system

Session 1.3. on the NELK E-extension module illustrates more examples of the difference between traditional extension and e-extension. There are examples of alternatives to face-to-face extension and what they would look like for the extensionist.

 Complete Activity 4.1 in your workbook.

Technology and mentoring for the extensionist

As technology changes, you, as an extensionist, must constantly adapt. How does mentorship fulfil this purpose?

Mentoring is often when a senior more experienced professional advises a younger less experienced mentee. Digital tools for agriculture have provided a tipping point where a mentee becomes a mentor.

The youth are automatically considered to be more technologically savvy and use these tools as part of daily life. As an extensionist it is good to be aware of your knowledge and skills and recognize where you belong to align yourself within your position. Young people can play the role of mentor. Since COVID-19 pandemic made it necessary for everyone to adapt to remote working and using technology, the youth in extension have an opportunity to mentor on ICT4AG tools since they have been more likely to use digital tools for agriculture.

As a mentor, the extent of your knowledge and experience can help the mentee on the background information for these tools. As a mentee, sharing your knowledge and expertise of tools with a mentor can enrich your innovation by having the right background knowledge for development.

Look at [Smart advisory services for farmers](#) which shows various examples of DAS tools being used globally, initiated by young people who saw the need to make work easier. The examples include the following:

- Using drones to collect farm data in the Ivory Coast,
- An online delivery service for produce in Trinidad and Tobago,
- Using blockchain technology for farmers in Jamaica, and
 - Providing weather-based information for farmers in Malawi.

Building extension and mentoring around the new technology for AIS

AIS consists of dynamic interactions of innovation with multiple stakeholders. The new extensionist introduces the opportunity of learning and development for the extensionist to be able to perform their role.

The application of mentorship for AIS ensures a train the trainer model is adopted. You, as an extensionist, choose whether to make this a formal or informal process. This includes structured training on the use of DAS or learning as your work experience. Nonetheless, it is a conscious and deliberate effort to build capacity, which mentorship allows.

Limitations and/or challenges

The limitations of DAS include:

- Developing human capital, which includes increasing the capacity to educate extensionists on digital tools for agriculture.
- Scale and the sustainability of some of the interventions, which includes costs, maintenance and development of the technologies.
- Enabling policy environment, because digital tools for agriculture are still being developed and policy considerations are still being made.
- Duplication of technologies that need to be consolidated. The extensionist is faced with the challenge of consolidating various similar technologies in the system.
- Financing digital solutions. There is still limited finance for DAS, and this limits the extent of the innovations.
- Participation of youth and women; while youth are the drivers of digital innovation, they are not at the forefront of decision making.



Complete Activity 4.2 in your workbook.

Session 4.2 Mentoring programmes in real-life

This unit's outcomes reflect the overall module objectives and amplify their use and application so you as an extensionist will:

- Build a youth mentoring programme around new technology for AIS
- Adapt to the new technologies for AIS
- Learn and apply new technologies from shared real-life examples

In late 2014, YPARD conducted a desk review of mentoring approaches based on the demand from over 90% of their 15 000 members. The findings indicated a diversity of mentoring models' studies and in early 2015, YPARD piloted a number of mentoring approaches to understand how mentoring benefits its diverse global network. In Unit 1 of this module, you were introduced to a number of different mentoring approaches, such as

- face to face,
- virtual,
- blended and
- group/peer mentoring.

The report explored the outcomes, strengths and limitations of each approach for a deeper look.

To complement YPARD's work, a youth mentoring survey was distributed to a sample of representatives from YPARD, GFRAS, and YouthPower via listservs and social media such as LinkedIn, Twitter and Facebook.

When asked the question, "What lessons did you learn from your mentoring experience?", some categories from these selective responses emerged:

Look at each of these items, and consider which of these statements reflect a response you would want participants to make after conducting a mentoring programme, and why.

Skill-related

- Skills related to my work.
- To control the pest by using the biopesticide and increase the organic vegetables
- Social entrepreneurship, communication and presentation abilities
- 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.

Career related

- 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.
- Youth were excited to meet entrepreneurs, watch videos that were inspiring. To follow up, they needed hand holding which we couldn't do.

Programme design

Working with high school and 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 programme implementation and positive programme results. School-based mentoring programmes can provide positive outcomes for youth.

Relationships

- You learn more when you share your knowledge with others
- It is both the mentor and the mentee who benefit in this programme. You get to learn from each other.

- Mentoring process helps people unlock their potential.
- Mentorship is useful. Mentoring is important

Youth focus

- 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
- Youth don't care what you have to say until they feel and know that their adult mentors care about them.

Mentoring benefits

- Mentoring is important
- Mentoring is useful
- Mentoring process helps people unlock their potential.

After reading these responses, complete the workbook activity.



Complete Activity 4.3 in your workbook.

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

You have learned about the skills necessary to

- Be a mentor,
- Be a mentee,
- Put together a mentoring programme,
- Be an extensionist as a mentor, and
- Use digitalization as an extensionist.

Consider the extensionist mentoring programmes shown in Table 2.

Pictures that would highlight mentoring programs these programs reflect - dairy farmers, secondary students, climate change, food systems, individual or group experience, use of technology -- may want to tap either GFRAS or YPARD program examples







Table 2: Extensionist mentoring programmes

Mentoring Programme	Process and People
DairySage	
<p>Programme focus was on individual skills, yet it was believed to have positive benefits to the industry.</p> <p>Video link - https://vimeo.com/259989989</p> <p>Length: 6 months</p>	<p>Mentors and mentees in dairying.</p> <p>Face to face training sessions for mentors and mentees.</p> <p>Matching was done in a speed dating type method.</p> <p>Digital tools used: Teleconferences, monthly webinars</p>

Food sovereignty and alternative energy	
<p>A network of people who work together to create a more just, dignified, sustainable life for rural communities using technical skills and appropriate technology.</p>	<p>Mentoring approaches: Face to face, individual, group, formal and informal</p> <p>Digital tools used: Facebook, WhatsApp, text, emails</p>
	
<p>(Source: https://payopayo.or.id)</p> <p>Length: one year</p>	
Digital Skills, 21st Century Skills and Entrepreneurship	
<p>Length: Varies</p>	<p>Face-to-face, virtual, Individual, Group, formal and informal</p> <p>Digital tools used: WhatsApp, Skye, and Microsoft Teams</p>
Upshift Albania	
<p>Young people vulnerable to human trafficking, Roma, young people affected by the earthquake, learn how to design and develop ideas, services, and models to address social issues in their communities and beyond using a Human Center Design Methodology (UPSHIFT).</p>	<p>Face to face, group</p>

Length: Over 3 months of mentoring and monitoring to see if the idea is being achieved or how it is being implemented after workshop

Video - YouTube: Youth Empowerment - <https://youtu.be/H3t9kjqyjIQ>



(Source: <https://upshift.al/about>)

Digital tools used:
WhatsApp, Skype, Zoom,

Accelerate 2040 Impact Hub, Thought for Food, Singularity University, and Torrenegra accelerator

Different digital learning and support sites for entrepreneurs from incubation to scaling up

Length: Varies for the different digital experiences for entrepreneurs

Face to face, Virtual, individual, Group

Digital tools used:
WhatsApp, Zoom, email, Discord, YouTube, Canvanizer, custom made excel performance formats



Project SOAR

A school-based mentoring programme for youth at risk of academic failure

Length: One school year -

Note: This programme no longer exists.

picture - school age youth being mentored



Face-to-face in individual and group settings with peers

Digital tools used: text, emails



Watch [WHYFARM INTRO](#) a YouTube Video, which features two heroes who educate, engage and build youth as agripreneurs, or “future feeders”.

 Complete Activity 4.4 in your workbook.

Session 4.4 Wrap it up – youth mentoring for AIS

The Youth Mentoring for Agricultural Innovation Systems module helps extensionists to be change agents within their communities. To be a change agent means seeking to translate science into practice, including new methods and technologies. It is not based on age or gender. The mentor has an expertise or experience that the others do not have. Mentorship is facilitating that intentionally framed learning experience with someone else. If you have been an extensionist for some time, you still can be mentored and it may even be by someone younger than you. If you are an experienced extensionist, you can be a mentor if you have skills that will help a less experienced extensionist. Being a mentor means you and your mentee (whether an individual or a group) are in a relationship. In that relationship there is a power dynamic that must be respectful, trustworthy, and allow the mentee to grow in their own way. It is about the journey, the process of learning, and everyone experiences it differently, as context and content are not necessarily the same. This module is for all extensionists as it will enhance their ability to

- Be change agents,
- Serve as mentors formally and informally as they translate science into practice and
- Assist others in creating sustainable social and behavioural change.

What if a youth has more knowledge or experience than I do as an adult? A youth can mentor an adult and the situation may happen more often when it comes to AIS.

Youth are typically more willing:

- To try out new techniques and practices,
- To experiment, and
- Even to fail when trying something new.

From that perspective, youth can

- Facilitate change,

- Translate new and emerging science into practice and
- Mentor those who are older but less experienced.

It would seem to be a great match to have youth mentoring for AIS to facilitate change in local communities and increase both knowledge and the use of innovative solutions via the agricultural system.

Terms

Digital Advisory Services (DAS): The application and transfer of scientific knowledge and technologies via farmer education to improve agricultural practices using digital tools. There is an expanding array of digital tools to be used.

ICT4AG: Information and Communication Technologies for Agriculture

References/resources

- Data-driven advisory services key for Africa's agricultural development
- [Smart advisory services for farmers](https://cgspace.cgiar.org/bitstream/handle/10568/103459/SP194_PDF_E.pdf)
(https://cgspace.cgiar.org/bitstream/handle/10568/103459/SP194_PDF_E.pdf)
- Digital Climate Advisory Services (DCAS) for smallholder resilience
- The Digitalisation of African Agriculture Report launch
- Extension and Advisory Services - Terminology and Glossary
- Equipping young people to make a change in agriculture - Equipping young people to make a change in agriculture _ YPARD _ Young Professionals for Agricultural Development -
- REIS Journal Editions - Greenhalgh, J. and Rawlinson, P. From a review of mentoring in ag: another learning option for the next generation of New Zealand farmers? - volume 9-2013 pp. 75-81 - Papers from APEN International Conference

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.