



INTEGRA

Integrated community, probation and prison services
radicalisation prevention approach



INTEGRA

Output 3. INTEGRA Mentoring Model and Programme

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Index of Abbreviations and Acronyms

BOT Back on Track

e.g. exempli gratia

RAN Radicalisation Awareness Network

RIVE Research and Intervention on Violent Extremism

CSJ Centre for Social Justice

1. The basics of mentoring

Mentoring is a reciprocal and collaborative at-will relationship that occurs between a mentor and a mentee for the purpose of the Mentee's growth, education, and employment (Aitken, 2014). Mentors act as role models for their Mentee and provide guidance to help them reach their goals (Jolliffe & Farrington, 2008).

Particularly in the context of the justice system, mentoring is about building a relationship of mutual trust, friendship and support, within which help, advice and assistance can be offered as part of the process of rebuilding a life after being labelled a criminal and where many barriers actively prevent the Mentee's return to normal life (Aitken, 2014; Hamilton, 2016; Jolliffe & Farrington, 2008). Indeed, "the use of mentors to support offenders in prison and after their release is recognised by advocates as a way of encouraging desistance and reducing reoffending" (Wadia & Parkinson, 2015, p. 7).

Nellis (2004) distinguishes mentoring as "someone more experienced guiding, coaching and encouraging someone less experienced in the performance of a task (or role). It is (usually) more formal than befriending, but less formal than supervision – and more purposeful than mere 'volunteering'" (p. 94-95).

According to the Centre for Social Justice (CSJ), mentoring within the criminal justice system can be defined as "a voluntary relationship of engagement, encouragement and trust. Its immediate priority is to offer support, guidance and practical assistance to offenders in the vulnerable period around their release. Its longer-term purpose is to help them find a stable lifestyle in which accommodation, employment, ties with family and friends, and a growing two-way relationship with the mentor all play their part in preventing a return to re-offending." (Aitken, 2014, p. 11).

Mentoring seeks to address risk factors associated with negative outcomes, such as low achievement in school, anti-social peers and lack of neighbourhood attachment, and enhance protective factors, such as skills development, pro-social attitudes and social bonds (Grossman & Tierney, 1998). Essentially, mentoring in this specific context is applied as an intervention method aimed at decreasing recidivism and improving the offender's quality of life (Jolliffe & Farrington, 2008). Although there is limited research on the long-term impact of mentoring programmes (Newburn & Shiner, 2005), it is

recognised as “one of the most promising pathways to rehabilitation in today’s criminal justice system” (Aitken, 2014, p. 7).

Different types of crimes require different mentoring types (Spalek & Davies, 2012). Mentoring schemes implemented with radicalised individuals or individuals deemed vulnerable to radicalisation will incorporate transversal features such as developing a trusting relationship based on confidentiality and support. Nevertheless, “these [features] take on new meanings when confronted with deeply held views and very different logics” (Spalek & Davies, 2012, p. 366), thus mentors must carry a very specific knowledge concerning the Mentee’s beliefs and principles.

On the other hand, Bertelsen (2018) states that efficient mentoring is not centred around the specific considerations of extremist views, since they comprehend extremism “as a life trajectory characterised by an attempt to (re-)construct a life that is perceived as (or actually is) threatened, and a life attachment that is perceived as (or actually is) insecure”. As a result, the main concern is the human side of the problem: allowing mentees a secure life attachment without resorting to illegal and violent means (Bertelsen, 2018).

2. Being a mentor: Contexts, styles, skills and tools

Mentoring is a follow-up technique that relies on a regular follow-up relationship between a mentor and a mentee. Mentoring refers to a supportive interpersonal relationship, a relationship of help, exchange and learning, in which an experienced person, the mentor, offers his or her acquired wisdom and expertise to foster the development of another person, the Mentee, who has skills or knowledge to acquire and professional objectives to achieve.

These mentoring relationships take place within a structured and defined framework and involve a third party. These programmes often have a specific objective, such as helping participants in their careers. Mentoring relationships can occur at all career levels. The key characteristic of a mentoring relationship is that a more experienced person helps another person achieve their goals and develop as a person. The mentor can help the Mentee (the person being mentored) develop specific professional skills or leadership based on objective and verifiable competencies.

The common name mentor comes from the name of the Odyssey hero, Mentor, Ulysses friend, from whom Athena borrowed the traits to accompany and instruct Telemachus.

In principle, mentoring aims at accompanying a person in mobilising his resources, finding and implementing his own solutions, and developing the person's autonomy (including *vis-à-vis* the mentor). This stimulation of autonomy and decision-making is the mentoring approach's specificity.

During the sessions, the mentor will draw on the Mentee's resources and place them in action. The inmate (or Mentee) then projects themselves into the future and develops a strategy with the mentor. In no way is the inmate there to justify their missed actions or even the situations that led them there. They must be able to freely and consciously project themselves in their future projects of reintegration and disengagement from violence.

Mentoring is a new activity for which there are still many questions about its origins. An immediate remark is necessary: a priori, it would not be a new technique, but opinions differ. For some, it could be traced back to the 5th century BC with Socrates.

Socrates, the precursor of "maieutics" (or the art of giving birth to knowledge), could be recognised as the father of mentoring.

On the other hand, there is unanimous agreement that today's "coaching" is known for its concept derived from sports. "To coach" means to train, prepare, accompany, motivate. Coming from Anglo-Saxon countries - the United States in this case - it is about the fact that in order to win, athletes need not only strength and muscularity but also two crucial points to make the difference: technique and mental.

Mentoring can use several techniques that we will examine, but this activity of mobilising, projecting and accompanying the person is based on an activity of dialogue between the mentor and the Mentee and of self-organisation of the Mentee in relation to these objectives.

During the dialogue and accompaniment phase, the mentor aims to help the Mentee on four levels: *i)* emotional management; *ii)* motivational control; *iii)* mutual individual knowledge; and *iv)* mutual understanding.

These activities will increase the person's empowerment and capacity for self-organisation. Mentors also benefit from the mentoring relationship. As a mentor, you will have the opportunity to share your wisdom and experiences, evolve your own thinking, develop a new relationship and deepen your mentoring skills.

Types of mentoring relationships can be foreseen in the literature (Scandura, 1998, p.451; Chao, Walz & Gardner, 1992), ranging from informal to formal:

- **An informal mentoring relationship** usually occurs in a spontaneous format. Sometimes you may have helped someone with your advice or listening without a professional relationship. Informal mentoring can also occur in other relationships such as supervisory or even peer relationships.
- **A formal mentoring relationship** is characterised by its intentionality - the partners in the relationship ask for or offer mentoring, set goals for the relationship and make agreements about its nature. This framework makes it possible to build formal mentoring programmes that facilitate formal mentoring relationships.
- **A "facilitated" mentoring relationship** has been defined as "a structure and series of processes designed to create effective mentoring relationships; guide

desired behavioural change for those involved; and evaluate the outcomes of the mentee, the mentors and the organisation”.

According to Kram (1985) and Phillips-Jones (1998, 2001), mentors and mentees tend to have certain mentoring skills. Research also indicates that these skills can be developed, and that particular skills or competencies appear to lead to successful mentoring relationships. These are discussed here are adapted from this work.

As you progress through the mentoring relationship, try to use these skills as much as possible.

- **Active Listening:** Active listening is the most basic skill you will use throughout your relationship. Active listening not only builds rapport but creates a positive attitude and environment that allows for open communication. By actively listening, you determine your Mentee's interests and needs. Here are a few examples:
 - Show interest in what they are saying and reflect on aspects of what they said to show that you understand;
 - Use body language (such as eye contact) that shows you are paying attention to what they are saying, and if you are talking to them on the phone, reduce background noise and limit interruptions. Your Mentee will feel that they have your undivided attention. When using e-mail, respond within 24 hours if possible, and make sure your message is consistent with the original message;
 - Reserve the right to discuss your own experiences or give advice until your Mentee has had the opportunity to explain their problem in detail.
- **Building trust:** Trust is built over time. You will build trust by keeping your conversations and other communications with your Mentee confidential, honouring your meeting and call schedule, showing constant interest and support, and being honest with your Mentee.
- **Identify goals and build capacity:** As a role model, you should have your own career and personal goals and share them, as appropriate, with your Mentee.

They are also likely to ask you how you have set and achieved your own goals. You will develop your Mentee's ability to learn and achieve their goals by doing the following:

- Helping them find resources such as people, books, articles, tools and information on the Internet;
 - Conveying knowledge and skills by explaining, giving examples, demonstrating processes and asking thought-provoking questions;
 - Help them gain broader perspectives of their responsibilities and organisation;
 - And discuss the steps you have taken in your career and explain your thinking.
- **Encouraging and Inspiring:** According to Phillips-Jones' researches (1998, 2001), giving encouragement is the mentoring skill most valued by mentees. There are many ways to encourage your Mentee. Try some of them:
 - Comment favourably on their accomplishments;
 - Respond to their frustrations and challenges with words of support, understanding, encouragement and praise (just knowing that someone else has been there can be extremely helpful.)
 - You can also inspire your Mentee to excel. Here are a few examples:
 - Share your personal vision or that of other leaders;
 - Describe your experiences, mistakes and successes you or others have encountered on the road to achieving your goals; Talk with them about the people and events that have inspired and motivated you;
 - And introduce them to your colleagues who can be useful contacts or inspiring role models.

According to Phillips-Jones (2001), mentoring relationships progress in stages. Your formal mentoring relationship will likely reflect four stages of development, with each stage being an integral part of the next:

- Building the relationship;

- Information exchange and target setting;
- Working towards goals / deepening commitment;
- Ending the formal mentoring relationship and planning for the future.

There is no strict formula for determining the length of each step.

3. Mentoring step-by-step

Mentoring involves several steps that should be followed to increase success chances. “The impacts of mentoring, in other words, are felt to flow from getting the process right. This process includes factors such as proper recruitment, selection and matching of mentors and mentees, the setting and agreement on mentoring goals, rapport building, understanding the evolution of the mentoring relationship over time, applying appropriate techniques (e.g., dealing with roadblocks, stimulating creative thinking) and effectively concluding the mentoring relationship.” (Brown & Ross, 2010, p. 35).

Step 1: Recruiting

“Recruiting mentors is a difficult and often frustrating job, requiring patience, creativity, organisation and persistence.” (Fletcher et al., 2009, p. 30). However, it is a necessary and required task that involves continuing challenges, so, in order to succeed, programmes must carefully develop and follow a recruitment plan.

Preferably, programmes should grant a four to six months period to “recruit volunteer mentors with appropriate skills and experience and the availability to support offenders immediately after their release and allow time and resources for recruiting mentors on an ongoing basis” (Wadia & Parkinson, 2015, p. 5). It is also advised that mentoring in re-entry programmes should “consider recruiting people who have been incarcerated to serve as peer mentors for their program participants [mentees]” (Umez et al., 2017, p. 10).

Recruitment plan

Fletcher and al. (2009) developed the following guidelines, based on good practices in the field of mentoring, on how to create a recruitment plan:

- **Set recruitment goals**
 - Questions: How many participants do you plan to have in one-to-one matches? How many male volunteers do you need to recruit? How many female volunteers? Are you going to have group mentoring? How large

will the groups be? How many mentors do you plan to have in each group?

- Recommendations: Predict dropouts and over-recruit, recall that recruitment is ongoing, and do not recruit more mentors than you can effectively supervise.
- **Target your recruitment efforts**
 - Questions: Who are you trying to recruit? Where are you going to target your recruitment efforts?
 - Recommendations: “The more you can identify the characteristics of people you are trying to recruit as well as effective ways to find them and attract them to your programme, the more efficient and successful your recruitment efforts are likely to be” (p. 31).
- **Develop your recruitment message and materials**
 - Questions: What motivates people to volunteer as a mentor? What will motivate them to volunteer for your particular programme? What are your target audiences’ obstacles to, and concerns about, becoming involved?
 - Recommendations: The recruitment message “should appeal to the motivations and address the concerns of potential volunteers and do so in a straightforward way” (p. 34), pay attention to how you deliver the message to groups and prepare print materials such as “brochures and one-page flyers that contain the key elements of your recruitment message” (p. 35).
- **Keep track of every step**
 - Recommendations: “To keep track of all the recruitment tasks and to make people more accountable, consider using a matrix (...) or a similar tracking system so that nothing is forgotten and follow-up takes place as necessary” (p. 36).
- **Provide good customer service**

- Recommendations: “Keep connected with potential volunteers. Keep them involved, interested and motivated—and get them to work as soon as they have been screened and trained” (p. 37).

Step 2: Matching

“It is a special skill to find and match the right mentors to mentees. This is a human and professional judgment which will have to be made on an individual basis” (Aitken, 2014, p. 29). Usually, mentoring models “choose to match mentors and participants based on their age, sex, race, ethnicity, cultural background, career or educational goals, location, or interests and hobbies” (Umez et al., 2017, p. 13). Another aspect that should be considered when matching mentors with mentees is people’s schedules and availability (Fletcher et al., 2009).

In matching, same-gender matches are advised, since “cross-gender matches create a higher likelihood that inappropriate romantic feelings or relationships could develop” (Fletcher et al., 2009, p. 45), plus mentees “may be less likely to communicate honestly and may feel less trusting than they would of mentors of the same gender” (p. 45).

Mentors of the same race, ethnicity and background are also recommended as they can “foster a greater sense of trust because participants [mentees] sometimes feel that these shared characteristics mean the mentors have a better understanding of them and their life circumstances” (Fletcher et al., 2009, p. 45).

Step 3: Training

After recruiting and matching mentors with mentees, programmes must “make sure that mentors have a basic practical understanding of corrections, community supervision, and the re-entry process prior to having them work with participants [mentees]” (Umez et al., 2017, p. 25). Training should involve many topics, so, for instances, Aitken (2014) suggests that “because of the huge impact on re-offending of drugs and alcohol, the training of all mentors must include guiding their addicted mentees to the most effective sources of help” (p. 41). In addition to these subjects,

“mentors should also be trained on relationship-building and communication skills to cultivate an engaged and effective mentoring match” (Umez et al., 2017, p. 26).

Not only training is necessary for the Mentee to receive appropriate support, but also for mentors to feel secure and confident when performing their roles. Indeed, as stated by Wadia and Parkinson (2015), “providing relevant training and considerable support enabled mentors to feel safe and well equipped to fulfil their roles” (p. 37).

Training must be an ongoing process as mentors’ support needs must be identified and met regularly. Mentors either forget some aspects of the initial training or further questions may emerge in the mentoring meetings. Thus, “assessing mentors’ knowledge and skills and soliciting their feedback about desired training on a regular basis can be valuable to the mentoring” (Umez et al., 2017, p. 28).

When planning the training for new mentors, Fletcher et al. (2009) propose the following four actions:

- **Identify the training goals and topics:** “What do people need to know and be able to do in order to be effective mentors in general, and what special considerations are there for mentoring adults who have recently been released from prison?” (p. 40);
- **Address the practical issues:** “Who will provide the training?”. “How long will the initial training be?”. “What are the best times for scheduling it?”. “How large should the training be?”. “How will you keep attendees interested and involved?” (p. 42-3);
- **Pay attention to details:** Such as sending an email or call to remind people of the training, keep the training space clean and comfortable, prepare everything prior to the training, offer food and drinks, and greet participants upon their arrival (p. 43);
- **Create a manual to give to mentors:** The handbook should provide information like confidentiality policy, mentoring materials, programme documents, tips and potential challenges, and a list of staff members with their contact details.

Step 4: Supervision

What is the difference between mentoring and supervision?

Mentoring is coaching by a mentor that allows the Mentee to develop and improve their skills. Supervision consists of coaching a mentor by a supervisor around a reflection on what the mentor brings back from these interactions with his mentees in order to draw out learning for the benefit of the mentoring arrangement.

If we start from the definitions of the two main federations of coaches in Europe, which are very similar, we would say that:

- a) Supervision is the interactive process between a mentor or supervisor, who shares their coaching or mentoring experiences with a supervisor in order to be advised and to engage in a dialogue conducive to reflection and collaborative learning, to the benefit of the mentor or coach, his or her mentees and organisations;
- b) Mentor Supervision is defined as the interaction that occurs when a mentor periodically reports their mentoring experiences to a supervisor in order to engage in reflective dialogue and collaborative learning for the development and benefit of the mentor and their organisation.

We can define three functions for the supervision of mentors:

- **Development:** Developing the skills and abilities of the mentor;
- **Support:** Provide the mentor with a supportive space to reflect on the experiences of working with mentees;
- **Resolution:** Foster quality professional practices consistent with mentoring standards and ethics.

Supervisor Profile

The characteristics and duties of Mentor Supervisors are a matter of personal characteristics and respect for the supervisor's deontology and ethics.

Personal Characteristics:

- Builds trust and can relate to the mentor in terms of compatibility, interaction and posture;

- Encourages the mentor to go beyond what they initially believed to be possible;
- Positions themselves in a relationship of equals, in his supervisory role, by being open, vulnerable and willing to take appropriate risks, for example by providing feedback that may take them out of their comfort zone, in the context of the supervisory role;
- Understands and is able to model the value of a partnership, and encourages the mentor to take the lead on the topics to be analysed, among other things, during and between sessions;
- Is authentic;
- Encourages authenticity, including valuing the mentor's person, accomplishments and evolution throughout the process;
- Has confidence in their own work and is able to appreciate and show respect for each mentor's unique style;
- Promotes the development of the mentor's own style within ethical limits;
- Contractualises the fact of considering that they and the coach are responsible for the performance, and regularly encourages the mutual evaluation of the relationship's effectiveness.

Duties of a Mentor Supervisor:

1. Ensures the good start and contractualisation of the relationship, and understands and can explain what the potential mentor supervisor means by supervision;
2. Supports the mentor's choices by encouraging them to talk to several potential "mentor supervisors" to find the right one for them;
3. Fully explores with the mentor what they want to achieve to give maximum clarity to the purpose of supervision, jointly defines with the mentor indicators of success and openly discusses fees, timing, confidentiality and other aspects of the mentor/supervisor relationship;
4. Focuses on the development of practice and indicates how a supervisor functions in general, including what is expected of the mentor, methods used, feedback mechanisms, etc.;

5. Shows that they get to know the mentor by taking into account their personality on several levels at once, what they are, what they are looking for, respecting their unique style;
6. Are themselves engaged in continuous supervision.

Other forms of supervision

Peer-to-peer supervision arrangements

Peer supervision (inter-individual or group) (Kram, 1985) is defined in several ways:

“Peer supervision is a collaborative learning environment created between fellow coaches, mentors or other professionals (practitioners). It is of mutual benefit to the practitioners” (Turner, Lucas & Whitaker, 2018) who are not trained as supervisors. "Peer supervision is a collaborative learning space between coaching and mentoring practitioners. Two or more mentors strive to help each other with their practice by reflecting on themselves or cases." (Turner, Lucas & Whitaker, 2018).

On this basis, we can distinguish:

- ***Intervision***

"Intervision is based on the idea that you are ultimately responsible for your own behaviour" (Bellersen and Kohlmann, 2017, p. 9). You learn to look at yourself differently, at what you do, and look for ways to improve. In intervention, you take responsibility for your professional development, expertise, the way you work with others and your personal performance.

Therefore, the process is close to supervision that uses the group's collective intelligence to help the claimant find their own solutions to the problem they pose. The objective is to satisfy all the needs of the claimant.

- ***Co-coaching, coaching the coach***

These two approaches do not use the supervision approach but the coaching approach: low position of the coach, analysis of the demand, determination of

objectives and indicators of success, coaching itself in a limited period of time, assessment.

Coaching as a coach is rather used in resolution mode for business development issues, whereas co-coaching is used for professional development. They are often part of the methods used in coach training.

- ***Analysis of practices (groups)***

This approach is inspired by that of Michael Balint (1957). The objective is that each supervisee or peer should become aware of their actions with a view to development and support.

The process is animated and formal. It consists of each participant presenting a situation and breaking it down into actions carried out or desired; then, for each action, they state the "experiences of the action" and look for explanatory leads with the help of the group.

- ***Intervision co-development (groups)***

This approach is inspired by Canadians Claude Champagne and Adrien Payette, which was broadcast in France by Anne Hoffner-Lesure and Dominique Delaunay (2011).

The objective is to meet the applicant's needs in terms of resolution, and the method focuses on the case and has a developmental purpose.

The process is animated and formal. It is carried out in six stages: presentation, clarification questions, formulation of the request, consultation (questions, options, etc.), synthesis and action plan, recapitulation.

Step 5: Evaluation

The purpose of the evaluation is to assess the progress and success of the mentoring programme and identify areas that need to be improved (Umez et al., 2017).

There are four phases (Giorgakis et al., 2017) in the process of evaluation:

- **Diagnosis:** Define the purpose and scope of the mentoring programme;
- **Ongoing:** Collect and analyse relevant data;

- **Outcomes/final:** Collect feedback from all participants and stakeholders at the end of the mentoring programme for improvement;
- **Impact:** Follow-up assessment 6 to 12 months after the end of the mentoring programme.

Once the evaluation is complete, stakeholders “should examine the results and develop a strategic plan for sharing the information with its intended audience, based on their initial goals for reporting the results” (Umez et al., 2017, p. 33).



Figure 1. Summary of the mentoring steps

4. Mentoring in radicalisation prevention

Many countries implement a wide range of measures and interventions to prevent and counter-radicalisation, with one of them is the use of mentoring schemes (Bertelsen, 2018). Internationally, several countries have developed programmes in which mentoring methods are employed.

For instances, in Denmark, the **Back on Track programme (BOT)** (Radicalisation Awareness Network [RAN], 2019), a government project originally developed by the Danish Ministry of Social Affairs and Integration in cooperation with the Danish Prison and Probation Services, now adopted as a general Prison Service programme, was developed to test mentoring schemes as a tool to support inmates who have been charged or convicted of terrorism-related offences or assessed as vulnerable to radicalisation.

Through the intervention of a mentor, inmates learn how to deal with everyday problems by:

- “Motivating them to opt for a lifestyle free of crime;
- Involving the inmates’ network outside prison (family, friends etc.);
- Assisting with concrete challenges surrounding release (finding a home, job etc.).” (p. 134).

This programme also trains mentors to improve their dialogue techniques and coaching and conflict management competencies.

Furthermore, in Norway, in 2014, the government announced an Action Plan Against Radicalisation and Violent Extremism, which included the development and implementation of a mentoring scheme in the Norwegian Correctional Services (Butt & Tuck, 2014) called the **Mentoring Programme**. The scheme focuses on identified inmates convicted of hate crime, who are understood to be vulnerable to violent extremism, and matches them with mentors. Mentors consisted of a wide range of people with different statuses, both in terms of age, ethnicity, education, gender, among other features. Their task was to give advice, guidance and practical assistance.

Lastly, in France, the **Research and Intervention on Violent Extremism (RIVE)** programme (RAN, 2019) targets people already sentenced or awaiting sentencing for a terrorism-related offence or reported for being radicalised, who will, at a judge's request, undergo mentoring. RIVE is composed of a multidisciplinary team that focuses on a mentoring approach. This team comprises educators, psychologists, religious counsellor(s), psychiatrist(s) and a criminal lawyer educated to doctorate level.

5. Remarks and context of use

Before starting with the description of the proposed mentoring model training, it is worth considering some specific points that can influence the development of the training itself and that are strictly connected with the two involved actors: mentor and Mentee.

- 1) As structured in the present manual, the mentoring model programme aims to be applied in three contexts that are deeply different between them: prison, probation, and community.**

First of all, it is important to remember that, in the case of prison, if the mentor is a person already involved in the prison management (such as a corrections officer), the relationship with the Mentee could be damaged by a lack of complete trust from the Mentee's (inmate) side.

Consequently, the best solution would be that the prison administration allows a third person (belonging to a completely different context) to enter the prison and work as a mentor, asking – if necessary – to the mentor itself to be periodically informed about the meeting and the progress in the programme. If this couldn't be possible, the mentoring model programme's objectives should be modified according to the couple mentor-mentee's real potentiality.

Almost the same speech applies to probation: for a more fruitful relationship, the mentor should be a person not belonging to the probation system, but if this is not possible, the solutions applied to the prison context could be replicated in this one.

In countries that intend to involve the outside community, the mentors' selection should be made according to the essential requirements presented by the acknowledged representatives of the community itself, so not to create an internal cultural conflict and, at the same time, to protect the Mentee. Having the possibility to count on the community representatives' support and collaboration gives the chance to apply a broader approach to the mentoring model itself and grant the Mentee permanent attention, even at the end of the mentoring.

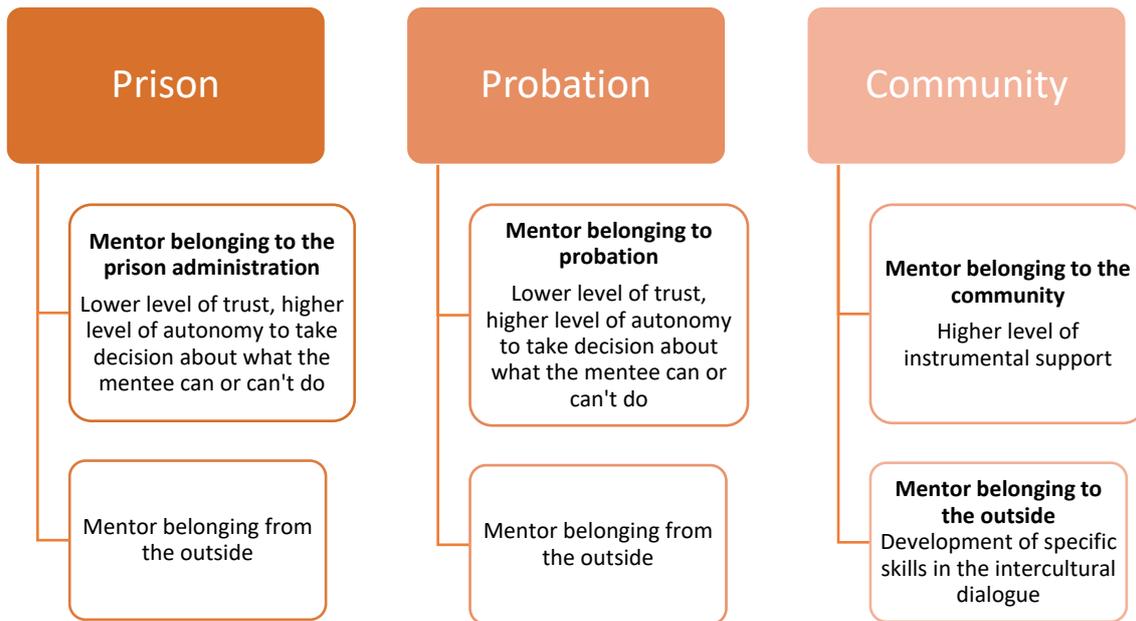


Figure 2. Pros and cons of the involvement of mentors from different contexts

2) **The creation of the couple mentor-mentee is the most important one and, at the same time, the most complicated.** To fail in selecting the pairing would mean losing the chance to use the mentoring as a tool to reduce recidivism and create desistance from crime, in general, or from the radicalisation path, in particular. For this reason, it is essential that the decision about the couple is made by taking into consideration a certain number of relevant elements:

- **Sex:** if possible, it is better to create couples of the same sex because the mentor should be a “model” for the Mentee and this kind of approach is easier if the two parts are from the same sex (Rodhes et al., 2008);
- **Ethnicity:** a mixed couple can allow both parts to improve their skills in interacting with different cultures. On the other hand, if the pair belongs to the same ethnic group, the Mentee receives a higher level of instrumental support but not of psychological support (Herrera, Sipe, McClanahan 2000);
- **Interests and needs:** this seems to be the most important evaluation that has to be performed before matching mentor and Mentee. Many research on mentoring programmes has shown that having common

interests and preferences helps a lot in developing a fruitful relationship. Of course, the needs of whom the mentoring model is applied for must be considered, but also verifying that mentor and Mentee have at least some interests in common can make a big difference in the programme itself (Grossman & Rhodes, 2002);

- **Personal characteristics:** to take care of specific characteristics of the involved persons can be important. To know if the Mentee is, for example, obsessive, lazy, introvert or has a sense of humour can be important for the selection of the right mentor. In fact, putting together persons with very few common characteristics can transform the relationship into something that is not stimulating at all and, for this reason, can lead to the method's failure.

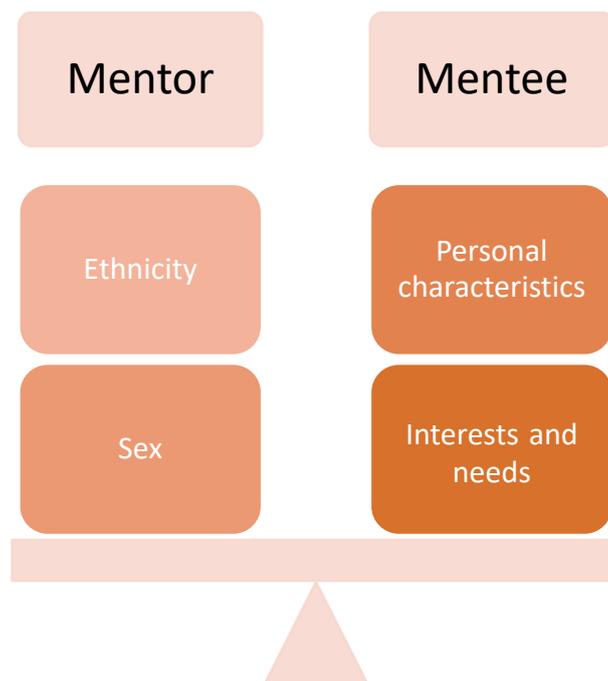


Figure 3. Elements that have to be evaluated before creating the couple mentor-mentee

However, if the matching between mentor and Mentee does not work, either mentor or Mentee should express this to their supervisor, and a re-matching process must be established. “Ideally the re-matching procedure would be as seamless as

possible, so as not to greatly interrupt the mentoring support and services offered to the participant” (Umez and al., 2017, p. 13).

Naturally, the aforementioned guidelines find a limit for their application in the specific context they are supposed to be applied: prison and probation. Moreover, if the mentors belong to the institutional context and are not volunteers, this hinders the mentoring programme's cause.

6. INTEGRA Mentoring Model Training Programme

This programme is based on the contribution of French, Portuguese, Bulgarian and Greek teams and enables mentors to be trained with a view to monitoring people that are detained for terrorism, radicalised, in the process of radicalisation or vulnerable to the radicalisation process. The programme includes four different sessions of training:

- **Session #1:** Cultural and legal background
 - Contextualisation of mentoring in prison, probation and community, according to each countries' context
- **Session #2:** Mentoring basics, skills and concepts
 - Definition, forms of mentoring and participants' role
- **Session #3:** The mentoring session
 - Organising, planning and running the session
- **Session #4:** Mentor-mentee relationship
 - Relationship, tools and skills of the Mentor

Session #1: Cultural and legal background

Cultural background

(duration: 2 hours)

With the purpose of giving the participants some cultural elements that can be useful in the development of the mentoring relationship, a number of specific concepts will be shortly treated in the present manual, being conscious that each one of these terms would eventually need a more detailed analysis.

- Radicalisation;
- (Violent) extremism;
- Terrorism (including foreign terrorist fighters and homegrown terrorist fighters);
- Shari'a vs Islamic fundamentalism, right-wing, left-wing (according to each country's context).

Regarding the religious or cultural community, it would be relevant, in case the mentors are non-religious people, to spend these two hours going deeper into the

cultural background. This would allow a better understanding of some important dynamics that govern the specific environment from which the Mentee comes from (the religious rituals they have to observe, the things they are not allowed to do, the place/persons they are not allowed to frequent).

Legal Background

(duration: 2 hours)

Since the prison is an uncommon environment for people belonging to every community, it is important that the participants, if not already working in the prison field, are trained in regard to the most relevant rules applied in prison. For this, a kind of “what I can and I cannot do inside the prison” booklet can be developed to avoid risks for the mentor and the Mentee’s safety.

In these two hours, trainers should briefly explain to the mentors how to move since the very first contact with the prison itself, according to the relevant prison rules: what they are authorised to bring in and out of prison, where they are allowed to go and where they can’t go, with whom they can freely talk and with whom they can’t.

The same information should be offered for the probation context (again, if the mentors are not already involved in the probation service): the Mentee must be informed about the limitations to which they are subject to (where they can or can’t go, with whom can or can’t talk or stay, at what time they are supposed to be home).

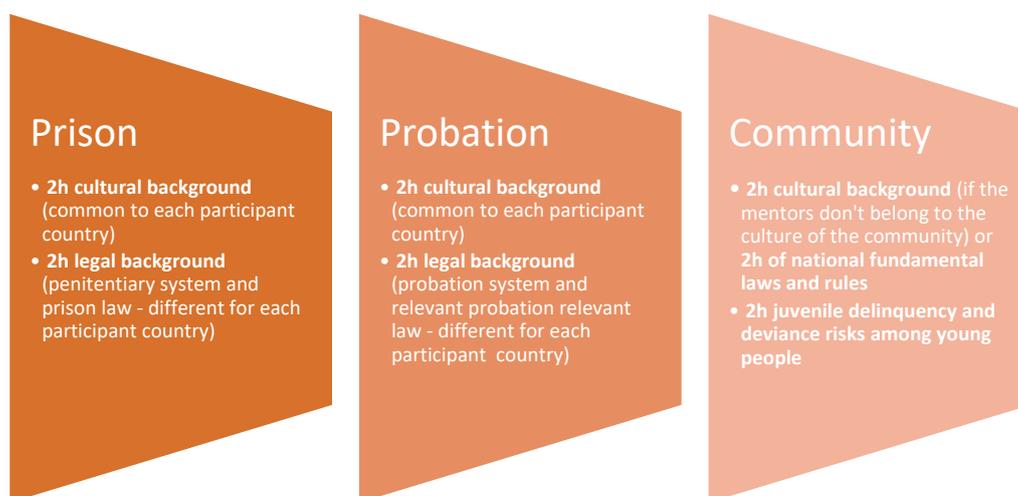


Figure 4. Structure of the first session

Session #2: Mentoring basics, skills and concepts

This module starts with each participant's presentation and the discussion about the motivation and expectations that everyone has in the participation of the mentoring model (time: 30 minutes).

What mentoring is about

(duration: 40 minutes + 10 minutes of discussion)

The term “Mentoring” comes from the ancient time (Anderson & Shannon, 1995; Meginnson & Clutterbuck, 1995) and is linked to the idea of wisdom, used as an instrument for the educative path.

For the purpose of this paper, it won't be discussed the historical development of this instrument, but it is worth to underline, since the beginning, two fundamental elements that are important to define what mentoring actually is. Jacobi (1991) selected at least fifteen different definitions of mentoring in the field of education, psychology, and work.

First of all, mentoring is considered to be:

- A kind of care among generations, strictly linked to the charity context (Marta & Pozzi, 2004);
- A close relationship (Aldrich, 2000).

The first mentoring programme appeared in 1987 when the State of New York developed the *New York State Mentoring Programme* for infancy and families; before this moment, mentoring was just a kind of approach that volunteers had with specific categories of people, such as students and deviant children.

As for many other fields, the main problem is to develop a common definition on what mentoring is, but due to a large number of different interpretations, it is quite hard to find one (Mottana, 2004).

According to Baum (1992), it is a one-to-one relationship established between an expert and a novice with the aim to fully develop the potential of the latter.

Clawson (1996) defines mentoring as a relationship with a high potential for personal and professional development in which the main and priority objective is to support the growth of one or both parties since both the mentor and the Mentee show a high level of involvement and commitment, and perceive as a truly inalienable pact the bond that binds them.

To try to synthesise all the relevant elements that the different definitions of a mentor have in common, it is possible to mention the following points (Marta & Santinello, 2010):

- Help offered by a person that works voluntarily to create substantial changes in the knowledge, thoughts and job of a mentee, in favour of a kind of personal wellbeing (seen as a social, educational and personal growth);
- Meeting among two persons that voluntarily decided to share different experiences but substantial for both, in a relationship that becomes a bond, a symbolic agreement in the process of growth that involves both of them;
- Support and assistance of a mature, expert and socially competent person towards a young person with the aim of achieving certain shared objectives;
- Personal development in terms of enhancing and/or improving skills that take shape and are substantiated in the relationship between mentor and Mentee.

Another fundamental point is linked to the service's gratuitousness: mentoring is based on a charity approach, even if it is different from the most common activities of charity organisations.

For its free framework, it is based on the relationship among two persons who freely decide to participate in the programme: the mentor from one side and the Mentee from the other, on the basis of a pre-arranged agreement.

The mentoring as a relationship, as it has been defined above, can be interpreted in three meanings:

- 1) The relationship as *the substrate* without which mentoring could not exist: a person with specific skills freely decides to help another one to develop their own skills in a context that creates mutual enrichment;

- 2) The relationship as *mutual* and that creates positive changes for both the mentor and the Mentee;
- 3) The relationship as a *close one* which means that it is a significant personal relationship. This kind of relationship is very important in human culture because it transmits significant lessons for adaptation from one generation to the next.

The starting point for each mentoring experience is the development of a feeling of confidence that mentor and Mentee perceive in a reciprocal way: without a feeling of mutual confidence, the mentoring programme can't give any positive outcomes (Reis, Collins & Berscheid, 2000).

As soon as the link of confidence has been built among them, mentor and Mentee can work together for the transformation of the Mentee's experiences and knowledge that can guide their future actions and growth (Pascarelli, 1998).

Each mentoring programme has in common the wish to help the Mentee develop personal skills that can help them face daily life and feel comfortable in managing stressing situations.

For this manual's purpose, our mentoring model's objective is to help at-risk inmates/probationers/youth find an alternative to the radicalisation path.

For a good mentoring programme, it is important to define:

- The length of the mentor-mentee relationship;
- The reason why this model is needed (target of the action);
- Specific effects of the actions.

Who is a mentor?

(duration: 30 minutes)

A mentor is a wise person (a kind of grandfather/mother) who decides to spend some of their time with another person. Typically, the mentor is older than the Mentee because the relationship is based on their supposed longer experience of life in facing situations, even if it also exists a recognised form of peer mentoring (among people of the same age) that works with quite different dynamics.

For the purpose of the INTEGRA project, it is important to distinguish among the three levels in which the model will be applied: prison, probation and community. In the first two cases, the most suitable applicable model seems to be the traditional one with an older mentor, while for the community, especially for the involvement of the young community, the peer mentoring model (or the traditional one, adapted with a shorter age difference among the two parts of the relationship) seems to be more appropriate.

Who is the Mentee?

(duration: 30 minutes + 20 minutes of discussion)

The Mentee is normally the subject that needs guidance in developing specific personal skills and self-esteem to positively face stressful events of daily life.

In this manual, the Mentee will be:

- An inmate at risk of radicalisation with the aim to help them to find alternative strategies to manage stressful feelings, such as fear, frustration and anger, with specific attention to the reduction of the generic risk of recidivism;
- A probationer considered to be at risk of radicalisation with the aim to help them find alternative strategies to manage stressful feelings, such as fear, frustration and anger, with specific attention to the reduction of the generic risk of recidivism;
- A young person who hasn't committed yet any act against the law but that is identified to prevent possible acts of deviance or is at risk to be involved in online radicalisation; moreover, they may be in contact with other persons at risk or being in a situation of social exclusion among their peers.

Examples of mentoring programmes in the field of radicalisation prevention based on direct experience of the participant countries (duration: 30 minutes)

For this part, it can be possible to refer the RAN manual of Good Practices in fighting radicalisation that collects all strategies developed by EU countries. Every involved country may choose at least one mentoring model that has been successfully implemented and adapt it to its situation. If possible, it is better to refer to a mentoring

model used in the same field of action (to prevent radicalisation or reduce recidivism risks).

As it has been said, for this manual, mentor and Mentee will develop their relationship in different ways.



Figure 5. Mentor-mentee couple and context of action

Session #3: The mentoring session (duration: 4 hours)

The major goals of the training course for mentors are the development of:

- Consciousness of the participants: which is the role of the mentor, their commitments and how it is different from other specific figures in the Mentee's life;
- New skills and knowledge;
- Realistic overview of the mentorship (change is something that requires time and is influenced by multiple factors).

How to organise the mentoring

Obviously, the location in which the mentoring model will be developed impacts the design of the model itself.

As it is well known, the prison environment is based on strict behavioural rules that cannot be ignored when organising the programme. For example, the number of meetings among mentors (which depends on who the mentor is: Penitentiary agent? Person already working in the prison? Outside volunteer?) and Mentees (inmate) needs to be discussed and decided with the prison administration. However, this should occur at least twice a week to ensure that, in a quite short period of time, the two parts can

develop a link of trust that, as it has been said, is fundamental for the good progress of the project.

The situation is different when the Mentee is in probation (probationer). In this case, each involved jurisdiction should check the rules/laws applied to probation and the limitations that the probationer (Mentee) is obliged to observe: normally the prescription of the competent authority concerns the freedom of movement, the time in which a person is authorised to stay outside their home, the prohibition to meet some people (former inmates, people serving alternative sanctions or in a precautionary measure regime). All these prescriptions must be considered before planning the frequency and the place of the meeting between mentor and Mentee. Moreover, in this case, it is necessary that the mentoring model should be shared with the competent authority (the probation supervisor), to ensure that the involved parts consider every element with consciousness. In fact, an attitude that underestimates even only one of the judicial limitations could rise in a recall of the measure.

On the other hand, the situation that involves the young community is completely different: in this case, the mentoring model can be built only on considering the daily commitments of the involved people, and the structure can be freely decided with an introductory meeting among mentor and Mentee.

Phases of the mentoring model

Independently of the environment in which the mentoring will be developed, it is possible to identify four different phases:

1) Starting phase

As the name implies, this phase refers to the period of time in which mentor and mentee work to establish a close relationship. According to Kram (1983), the period between six to twelve months is characterised by the ideations that one has regarding the other. So, to develop a good relationship, the targets of this phase should be:

- To build confidence;
- To develop communication skills;
- To define limits;

- To show mutual respect.

2) Phase of sedimentation

In this phase, the two actors start knowing each other better, and they have to try to make the best of their relationship. The length of this phase can vary a lot, but normally it should be at least six months to let the Mentee improve themselves through the contact and the support of the mentor, from one side, and to allow the mentor to support and protect the Mentee, from the other side.

The targets of this phase should be:

- Mutual friendship;
- Ability to work in a team;
- Empathy;
- Openness towards the other.

3) Phase of change

Things start to move differently in this phase: the Mentee, who has improved his personal skills, starts to act, make decisions, and think more autonomously. It is possible that the close relationship between the mentor and the Mentee becomes less intense; the mentor has to be able to face the detachment path and to observe from a different perspective the Mentee that is now capable of dealing with rationality even in very complicated situations. The detachment moment is a positive consequence of the effectiveness of the mentoring model itself.

The targets of this phase are:

- More autonomy and independence of the Mentee;
- Ability to take risks;
- Ongoing support;
- Existence of feedback.

4) Empowerment

This phase involves simultaneously mentor, Mentee, the community from which they belong and the INTEGRA staff. The empowerment (Zimmermann, 1990) has not to

be considered strictly as a phase because it is parallel to the other three: it is the final consequence of the whole mentoring project.

The first indicator of the rightness of the path of empowerment can be seen in the relationship mentor-mentee's change. In fact, the link has moved from a typical relational model of hierarchy to a nearly peer-to-peer relationship (Kram, 1985).

At this stage, both mentor and Mentee have reached a consciousness of the potential of the Mentee, so:

- The mentor accepts the preferences and the choices of the Mentee regarding what to do or not to do;
- The Mentee accepts and evaluates himself/herself.

When the mentoring model targets have been reached (or in any other case in which the mentor and the Mentee must interrupt their close relationship), both have to accept the separation. This can cause a high level of stress and pain from the emotional point of view, but it is possible to manage it through the consciousness that a friendship can develop outside the programme.

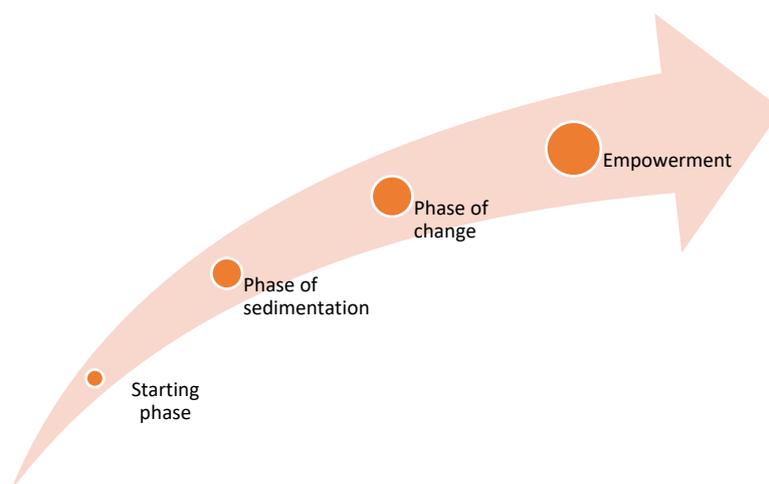


Figure 6. Phases of the mentoring relationship

Even if the abovementioned phases are common to all the mentoring programme, the way in which they are implemented is different according to the specific relationship developed between mentor and Mentee, which is impacted by many internal and external factors (sex, personality, place in which it takes place).

It is worth considering some of the internal and external factors that can modify the outcome of the programme in each of the abovementioned phases.

Internal factors:

- **Sex:** some research has shown that the mentoring model gives better results with female than with male of the same age (Zand et al., 2009);
- **Ethnic group:** even if it seems that the relation mentor-mentee is facilitated by the belonging of both to the same ethnic groups (since the difference among them could raise problems of the use of ethnic stereotypes among them), researches (Morrow & Styles, 1995; Herrera et al., 2000) show that a mixed couple mentor-mentee (from the ethnic belonging) is more useful because it can develop in both of them important skills for the interaction with different cultures;
- **Personality:** putting together a mentor and a mentee who have differences can be much more stimulating than two people with similar character. Anyway, it should be avoided putting together a mentor and a mentee who have completely different behaviours because it will lead to a non-effective communication plan;
- **Time:** the number of meetings scheduled among mentor and Mentee should be, as it has been said, of one or two times a week, two hours each time. Obviously, at the beginning of the relationship, it could be possible that they need much more time and this problem must be discussed with the entitled authority (in case of prison or probation) and the supervisor;
- **Personal style of the mentor:** the way in which the mentor intends their role to influence the outcomes of the relationship with the Mentee;
- **The Mentee's needs:** the consideration of the Mentee's needs is fundamental. Each Mentee has different needs, and the mentor's approach to the relationship must consider these specific ones. In fact, the needs influence not only the outcomes of the whole mentoring model, but involve different dynamics, different development of each of the abovementioned phases and different characteristics of the whole project.

External factors

- **Characteristics and most important values of the community to whom the mentor and the Mentee come from:** the targets of the mentoring model must be in accordance with those of the Mentee and, as much possible as it is, also with those of the social community to which they belong (Small & Supple, 2001).
- **The degree of formality of the mentoring relationship:** the more the relationship is formal (for example, there is the requirement to write a report after each session), the less it is spontaneous. The best solution seems to be to look for a balance among the two approaches (formal-informal) by inserting non-formal moment inside a formal project framework (Chao, Walz & Gardner, 1992).
- **Logistic problems:** the place in which the meeting between mentor and Mentee takes place can influence the project results. Normally, it is important to choose a neutral environment in which the Mentee feels comfortable. Naturally, in the case of prison (and sometimes also in probation), this is not a practicable solution because the Mentee is already, and always, in an uncomfortable place. An attempt to find an agreement with the competent authority for assigning a specific space for the meeting that is considered more comfortable by the Mentee, even if it is still inside the prison, could be a good approach to face the problem.

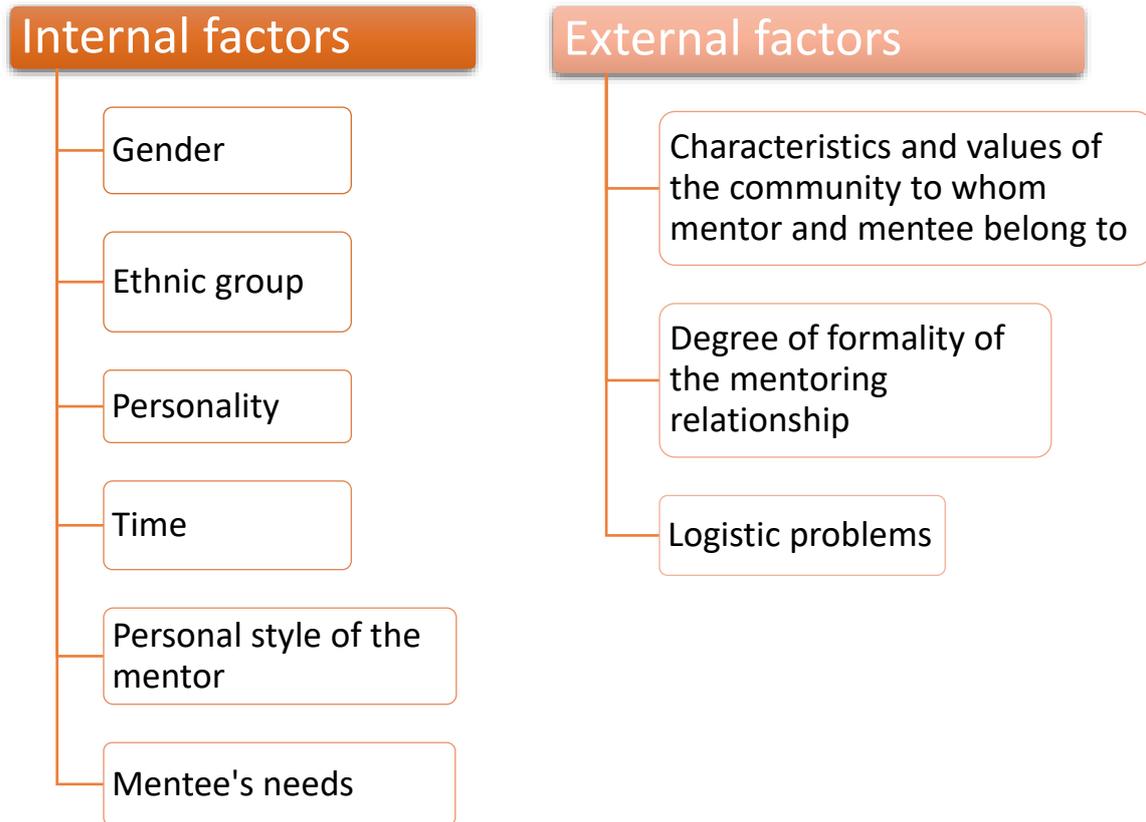


Figure 7. Elements that influence the mentoring relationship

Session #4: Mentor-mentee relationship

The structure of the relationship

(duration: 2 hours)

First meeting mentor-mentee

Establishment of the starting day: this is a fundamental meeting because it marks the beginning of the project and is used to define some element such as:

- Place;
- Time;
- Length of the meeting.

The first meeting is stressful for both the involved actors, so the mentor must have in mind exactly how to manage the time and some activities to propose to the Mentee.

According to the literature (Johnson, 1998), the most relevant aspect in the first meeting for the development of a good relationship is the mentor's behaviour (their punctuality, their interest in the knowledge of the Mentee and their empathy). The organisational aspects are relevant only if linked with the mentor's behaviour.

The activities that participants develop must be linked with the meaning of the mentoring model: in this case, they should be oriented to the reduction of deviant behaviour by proposing new interests or through positive contacts with people of the community (this part is easier in case of probationers or youth).

The first part must be very well organised as the relationship is at the beginning, but, when the feeling of mutual confidence has been developed, this strict organisation can be softened.

The realisation of activities proposed by the mentor without a confrontation with the Mentee is counterproductive (Karcher & Herrera, 2007). Instead, the mentioned actions should reflect the targets of both the participants and become experiences that develop in fruitful discussion inside the couple, considering the age, culture and social context of the Mentee (Darling, 2005; Hamilton & Hamilton 2004).

Following meeting mentor-mentee

After the first meeting and the acceptance of the formal elements that will define the mentor-mentee relationship (as defined above in the "first meeting" paragraph), the periodical meeting contents can vary a lot, in regard of the personal situation of the Mentee.

For this reason, it is not possible to imagine a standard set of contents that could be good for each Mentee, but it is, of course, useful to remember that part of the scheduled time should be dedicated to activities of "development" of the relationship, meaning that the mentoring model should insert actions that can be useful to enhance the mutual knowledge and can encourage the development of affinities among the couple (such as actions that stimulate new interests, are funny or increase the satisfaction related to the relationship).

According to Ferronato (2008), a mentor should:

- Start from the Mentee's reality, needs, hobbies, interests;

- Propose more than one activity and let the Mentee choose what to do;
- Encourage the Mentee to propose him/herself some activities;
- Preferably choose interactive activities (such as to watch a film, to cook together, to do something related to manual work together);
- To have fun together.

In some cases, and when possible, it could be useful to organise a meeting at the presence of other mentor-mentee couples, with the aim to create a kind of community and train the Mentee in the development of positive relationships. Naturally, this perspective must be adapted in case of prison or probation, while it can be considered *tout court* in the case of youths as mentees.

The participants' age is very important because this element can impact the possibility to use one or other actions to better involve the Mentee (Steinberg, 2005).

Conclusion

Mentors must be trained for the conclusion of the programme. They must be informed from the beginning that they must be psychologically prepared to the detachment from the Mentee. Moreover, the mentors are the ones that must prepare the mentees to this – often painful – conclusion. A formal event in which mentor and Mentee can in some way present their experience can be a good way to face this difficult moment.

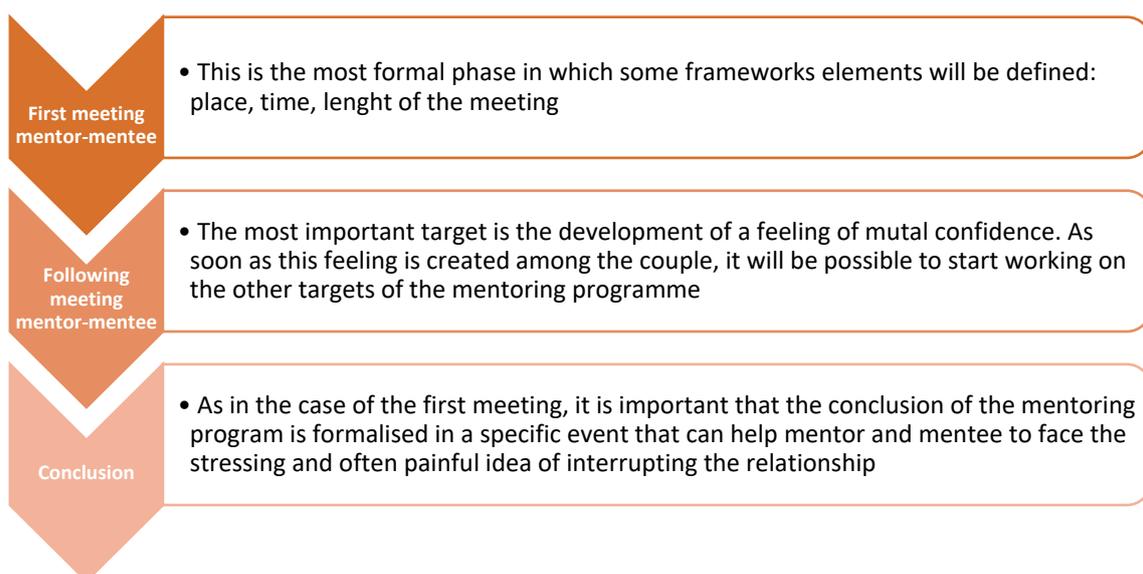


Figure 8. Phases of the mentoring programme

Specific skills that the mentor must be able to use in the relationship
(duration: 2 hours)

The mentor must be able to:

- 1) **Listen to the Mentee.** This does not mean only to be able to give time to the Mentee to tell you their own thoughts, experiences and world, but means to match the collected information with cultural, religious and educational structures of the Mentee, with the aim of not judging them for their action/ideas, but to select the specific strategy of approach that seems to be the best one for that specific Mentee, in regard of the fixed target of the mentoring model;
- 2) **Not judge the Mentee.** The mentor is not supposed to have a judging role. They are entitled to act as an educational guide for the Mentee and to show them how to face stressing situations, starting from a floor of acceptance of the Mentee's weakness and limits;
- 3) **To use alternative narratives to work for disengagement and desistance from deviant behaviour or extremist ideologies.** Instead of correcting the Mentee by underlining their wrongful way of acting/vision of the world, the mentor should present different arguments to the Mentee to approach the same topic. The arguments used by the mentor should move from the importance of the respect of Human Rights in regard of everybody's life;
As it was well described by the RAN Prison & Probation concept paper of 2017, alternative narratives are really useful to give to the possible radicalised person the instruments to abandon their radical view, without the need to attack their whole culture of origin;
- 4) **To manage situations of crisis inside the relationship.** As in all relationships that involve human beings, it is possible that, during the time, the mentor or the Mentee face a kind of frustration due to different aspects (disregard of expectation, absence of tangible changes in the Mentee's behaviour) (Karcher, 2005). The most at-risk mentors are those that decide to start the path only for self-reported motivations (such as the aim to see a real change in the life of the Mentee). The analysis of mentors' expectations at the beginning of the training

course is important to offer them some useful strategies to face possible moments of crisis;

- 5) **To be able to identify possible situations of risk.** A mentor should be able to detect changes in the Mentee's behaviour that can be signs of disinterest in the mentoring process itself or of accentuation of radical view, independently from the mentoring relationship itself;

In this case, the mentor should immediately report to the supervisor (the person entitled to supervise the mentoring programme, who can be someone working in prison, if the Mentee is a prisoner, someone working in probation, in case the Mentee is a probationer, or a recognised and selected leader of the Mentee's community or group;

- 6) **To manage the closure of the mentoring programme.** To be able to close the mentoring relationship when the scheduled time is passed and/or the targets have been reached. The mentoring relationship could come to an end for different reasons:

- *conclusion of the project itself* (in this case, the relationship has been planned for a lapse of time of six months);
- *conclusion because the targets have been reached* (this can happen even before the end of the six months period);
- *conclusion because of serious problems among mentor and Mentee or for logistic difficulties.* In the first case, it is up to the mentor to present to the supervisor which kind of problems have emerged with the Mentee, but the Mentee is also in the condition to denounce any kind of problems that derives from the specific behaviour of the mentor, the way in which they manage the mentoring relationship or the character inadequacy of the mentor. The case of logistic difficulties is more likely in the prison environment and should be managed in the best possible way, by trying to find a solution in accordance with the relevant laws and regulations of the prison itself (for example, the Mentee can find uncomfortable the place in which mentor and Mentee are allowed to meet, but it is also probable that there is no other available space inside the facility, so, after having tempted

a sort of mediation of the prison administration to find another place, it will be up to the mentor to explain to the Mentee that there can't be any other possibility and that the best thing is to try to adapt to the only one available situation). Logistic problems can also be present in the probation or community case, but normally they are more easily manageable.



Figure 9. Mentors' skills for the good management of a relationship

Synthesis of the contents discussed in the meetings

Meeting	Arguments
First meeting	<ul style="list-style-type: none"> - What is terrorism? - What is radicalisation? - Notes on different types of ideologies and extremism - Legal framework (national perspective – prison or probation) - Brief notes on what the mentor can and cannot do in the specific context of intervention

<p>Second meeting</p>	<ul style="list-style-type: none"> - Presentation and knowledge among mentors - Discussion about mentors' expectations - Presentation of the project - What is mentoring? - Who is a mentor? - Who is a mentee? - Identity, independence and responsibility
<p>Third meeting</p>	<ul style="list-style-type: none"> - Mutual confidence - Damages of labelling - Comprehension and valorisation of differences - Communication - Targets of the mentoring relationship - Alternative narratives – encouragement
<p>Fourth meeting</p>	<ul style="list-style-type: none"> - Critical thinking and creative thinking - Strategies for the changing of irrational answers - Active or reflexing listening - Managing crisis and the closure of the project - Evaluation of the model

Table 1. Summary of the topics of the training course

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INTEGRA

Integrated community, probation and prison
services radicalisation prevention approach

Output 3. INTEGRA Mentoring Model and Programme

www.integra-project.org

PARTNERS

