

MENTORING FOR CHILDREN WITH LIVED EXPERIENCE IN UKRAINE 🤝 PREJUDICES, CHALLENGES, NEEDS

All-Ukrainian sociological survey

unicef
для кожної дитини





«We want the results of the study to become an important element in the development of effective and efficient tools for the Mentoring system. After all, this is perhaps the only chance for children with lived experience to have a safe adult by their side. There is a response from Ukrainians to effective support for these children.

So as soon as mentoring becomes a convenient and understandable public service for the society, we are confident that thousands of adolescents with lived experience will receive such support. And this will be the basis for creating an alternative positive scenario for their future, escaping from poverty and other difficult circumstances».

MARIIA TODORCHUK,

founder and chairman of the «Dobrodiy Club» charitable found.

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1 APPROACH AND METHODOLOGY

THIS IS A COMPREHENSIVE QUANTITATIVE AND QUALITATIVE STUDY CONDUCTED IN THE FOLLOWING STAGES

QUANTITATIVE STAGE



by self-completion of questionnaires within the national system of the online panel «SunFlowerSociology»

- **Target audience:** urban population of Ukraine aged 18-60.
- **Sample population:** 2000 respondents.
- **Representativeness features:** gender, age, region, type of settlement.

QUALITATIVE STAGE

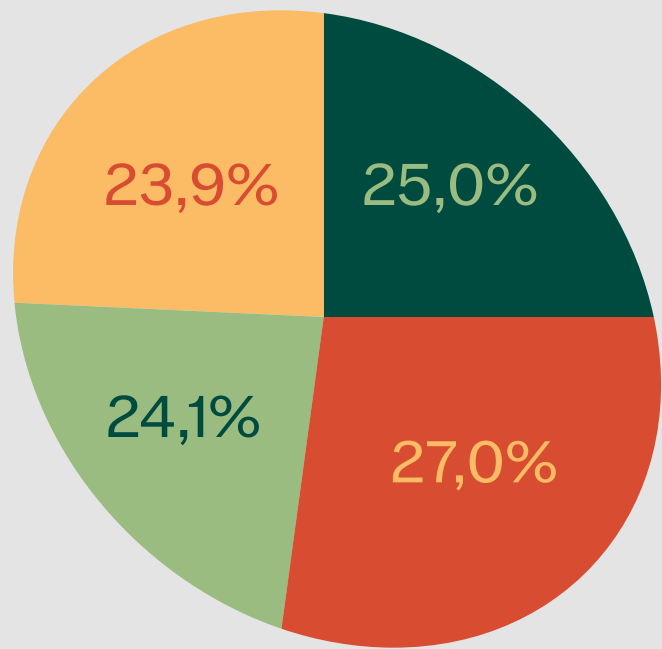


research using focus group discussions (FGD) and in-depth interviews

- Adolescents living in institutions — 4 in-depth interviews;
- Adolescents/young people in care, FSTs, FS — 4 in-depth interviews;
- Young people, graduates of boarding schools — 5 in-depth interviews;
- Graduates of boarding schools who had a mentor — 6 in-depth interviews and 1 focus group;
- Current mentors — 4 in-depth interviews;
- Employees of institutions, guardians, foster parents — 4 in-depth interviews;
- Ordinary citizens with an active civic position, open to social initiatives — 3 focus groups.
- **Geography of the event:** Kyiv, Uzhhorod, Odesa.

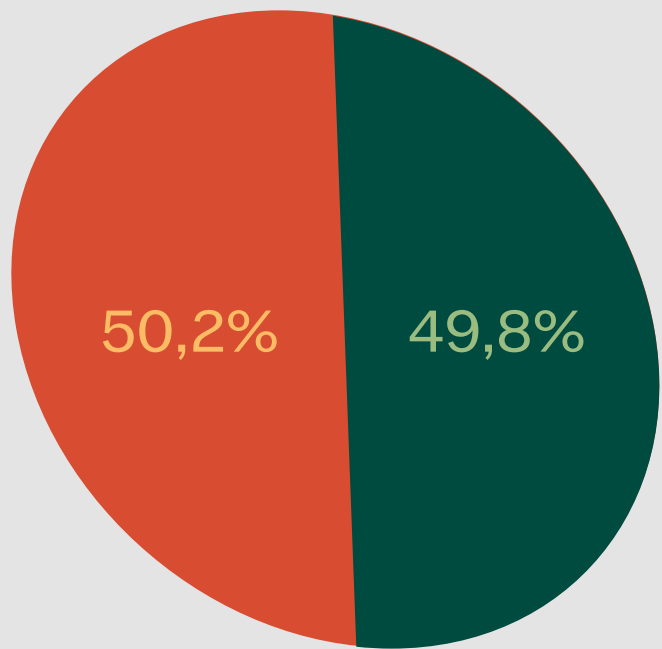
SOCIO-DEMOGRAPHIC PROFILE OF RESPONDENTS 👤

AGE OF RESPONDENTS



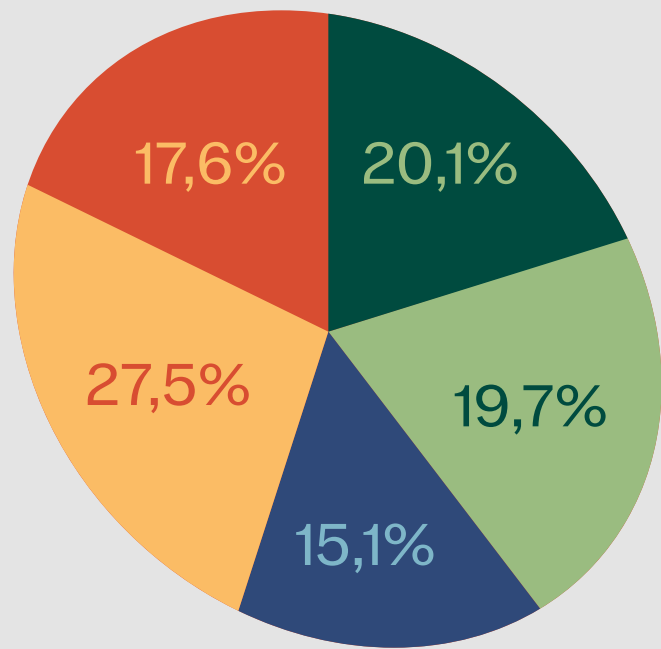
- 18-29
- 30-39
- 40-49
- 50-59

GENDER OF RESPONDENTS



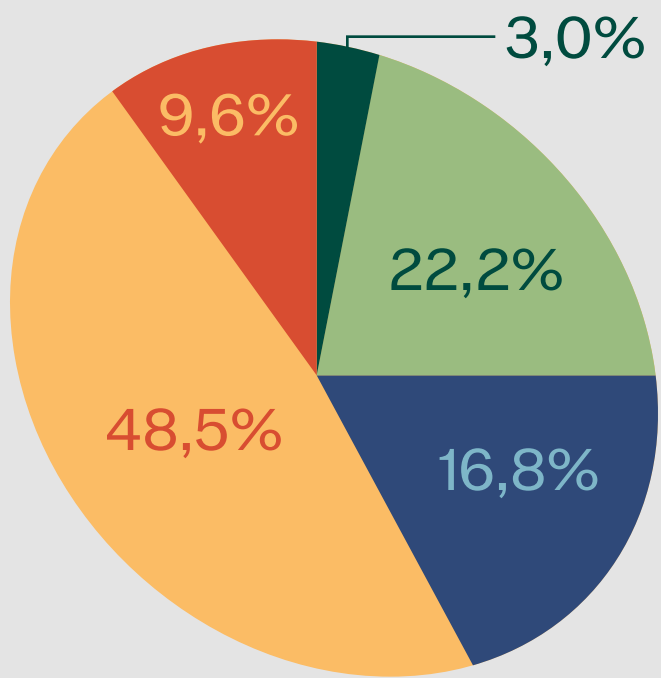
- male
- female

REGION OF RESIDENCE



- East
- West
- South
- North
- Centre

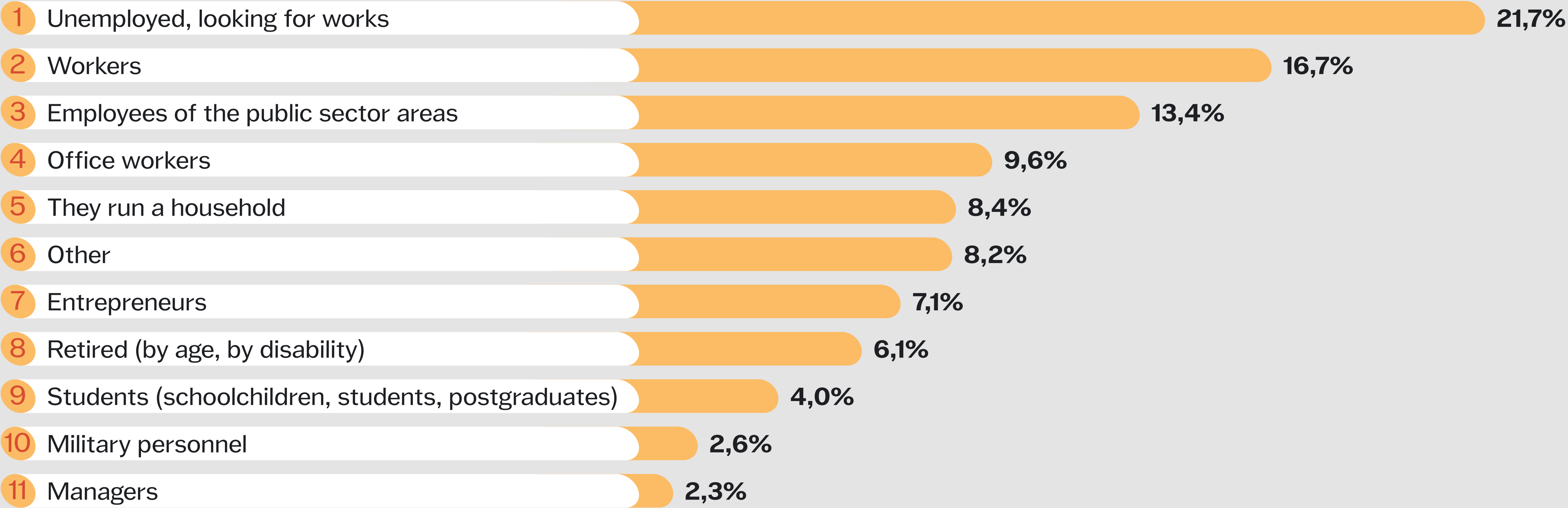
MARITAL STATUS



- widower/widow
- live alone
- in a relationship but not married
- married
- divorced

SOCIO-DEMOGRAPHIC PROFILE OF RESPONDENTS

FIELD OF ACTIVITY



2

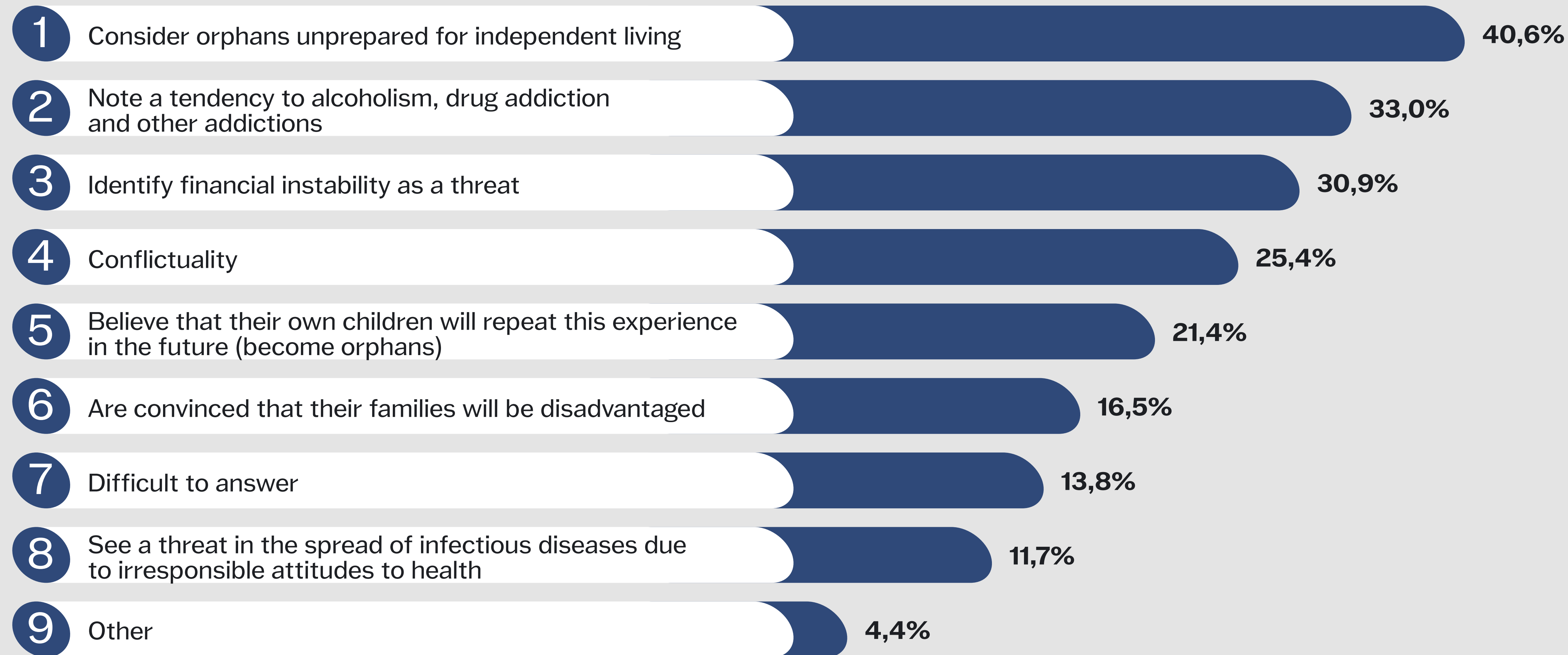
PREJUDICE AND STIGMA OF UKRAINIANS TOWARDS TOWARDS CHILDREN WITH LIVED EXPERIENCE

Threats from children with lived experience

67,6%

of Ukrainians believe that children with lived experience can pose a threat to society due to their tendency to engage in risky and antisocial behavior (crime, marginalization, alienation)

THREATS FROM CHILDREN WITH LIVED EXPERIENCE



Threats from children with lived experience

25,9 %

quarter of Ukrainians surveyed consider the «inappropriate behaviour» of children and youth with lived experience to be one of the main barriers to joining mentoring

3

HOW UKRAINIANS SUPPORT CHILDREN AND ADOLESCENTS WITH LIVED EXPERIENCE:

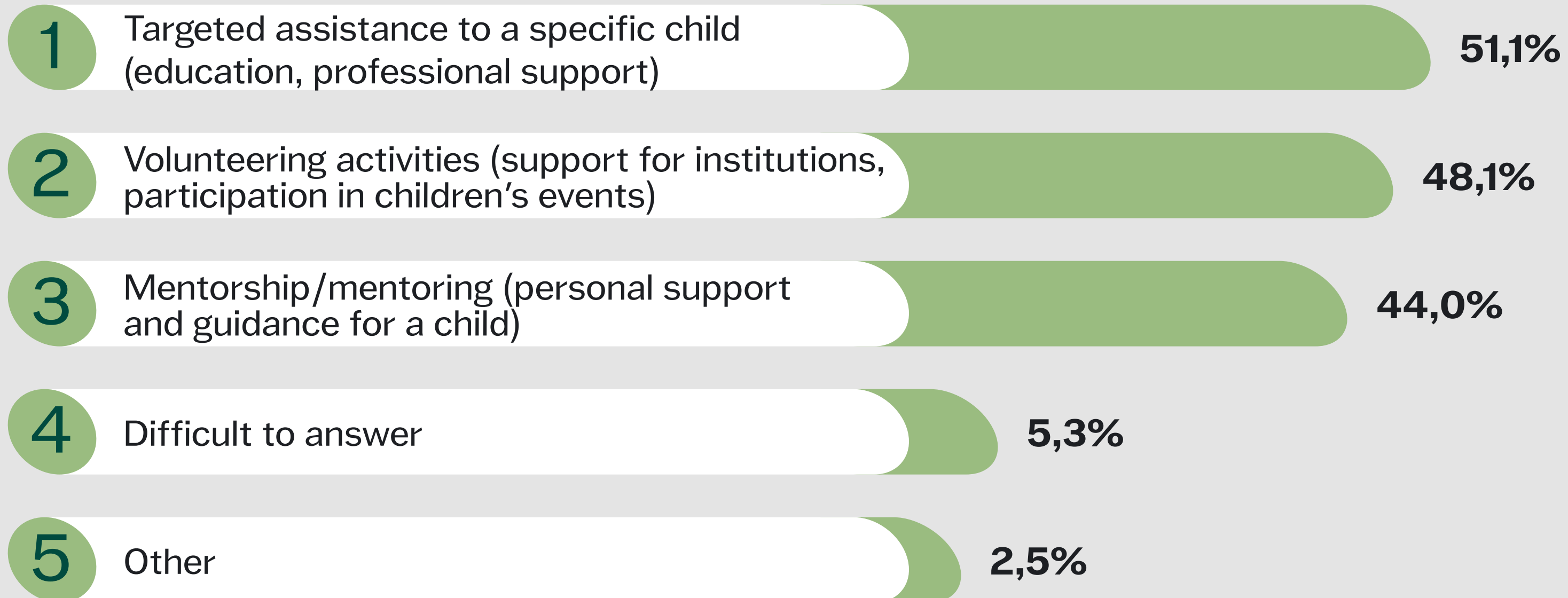
financial support vs long-term projects

The most appropriate form of support for children with lived experience for Ukrainians — material aid

69,1%

consider financial or material assistance to children with lived experience to be the most appropriate form of support

THE MOST APPROPRIATE FORM OF SUPPORT FOR CHILDREN WITH LIVED EXPERIENCE FOR UKRAINIANS



40,5%

of those who chose mentoring as relevant type of support **are not** ready to become mentors themselves

CANDY AND SWEETS TO SUPPORT CHILDREN WITH LIVED EXPERIENCE?

67,3%

do not send sweets or gifts to orphanages

21,3%

transmit from time to time

6,7%

transmit regularly

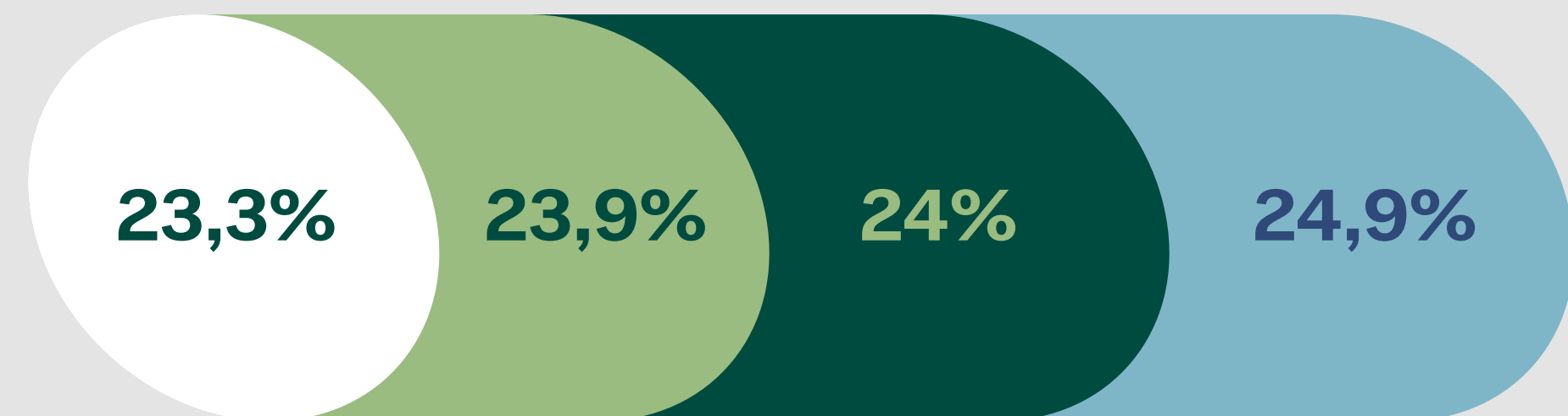
2,4%

difficult to answer

2,3%

have not transferred and do not plan to

MOST OFTEN, SWEETS ARE PASSED BY:



- office workers
- managers
- entrepreneurs or business owners
- military personnel

4

WHAT DO UKRAINIANS KNOW ABOUT MENTORING?

What do Ukrainians know about mentoring?

12,5%

are well aware
of mentoring

34%

first learned about mentoring
during the survey

53,4%

have heard
of mentoring

WHO IS MOST AWARE OF MENTORING ?

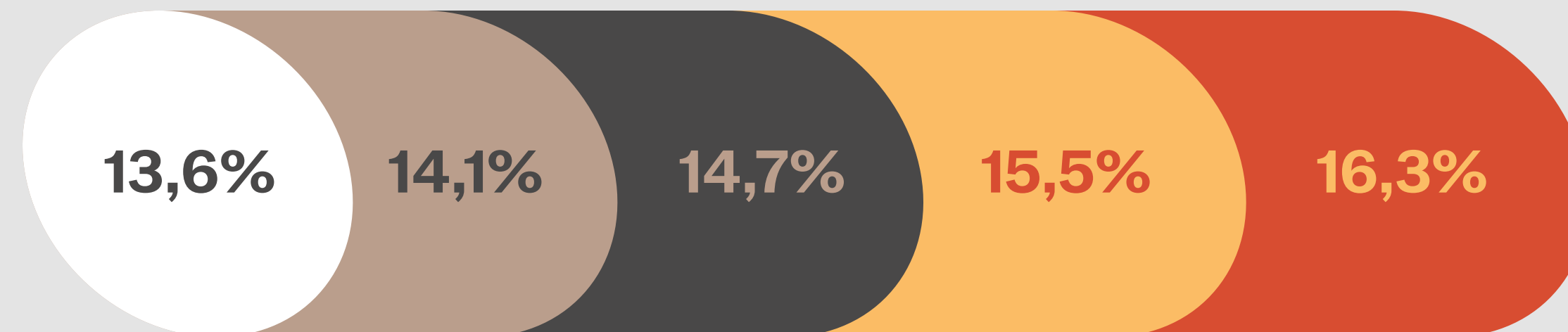


YOUNG PEOPLE AGED 18-29

have the highest level of
awareness of mentoring
(14,1%)



THE OCCUPATION OF RESPONDENTS



● Students, pupils, postgraduates

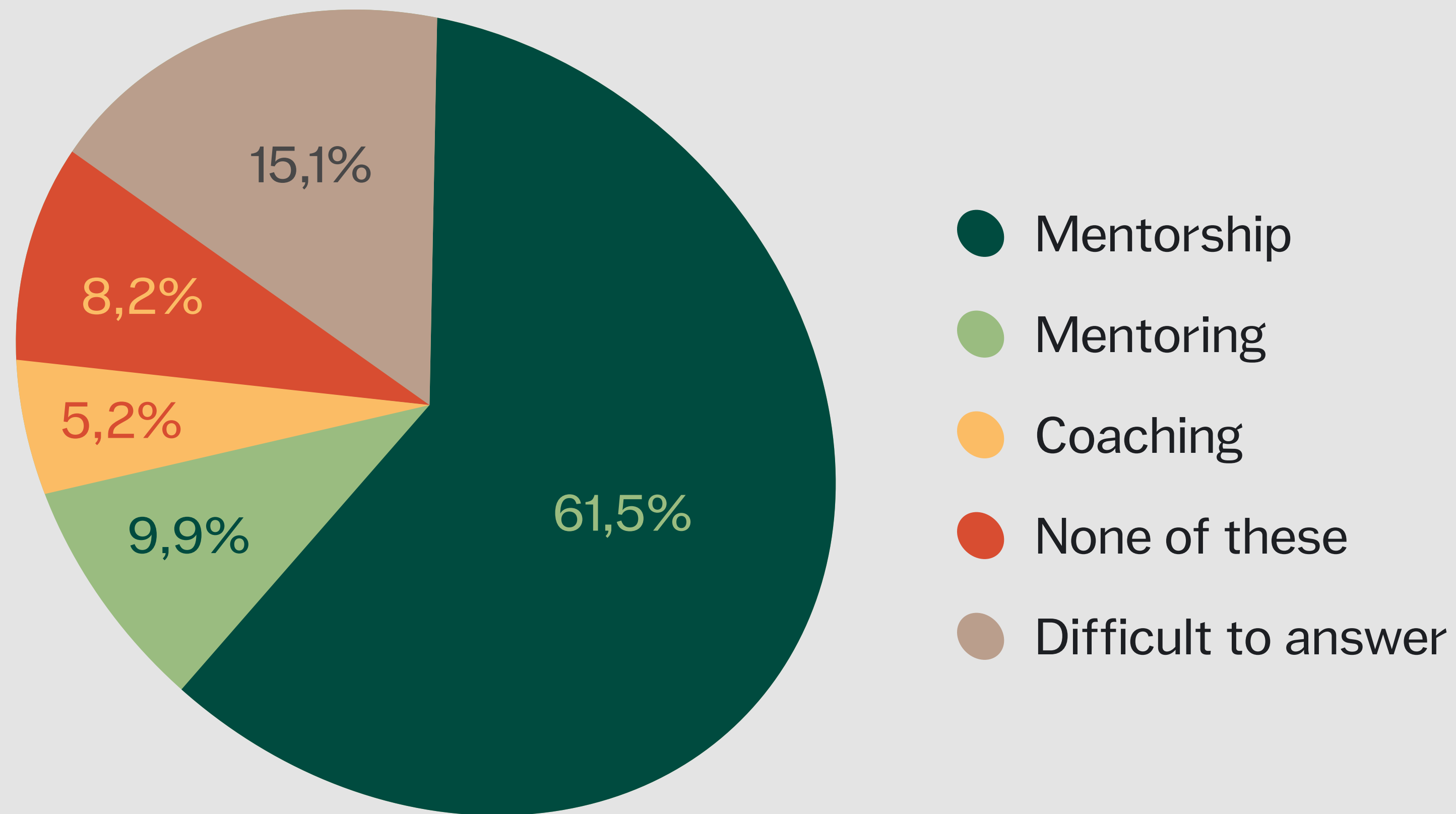
● Entrepreneurs

● Office workers

● Public sector employees

● Managers

WHICH WORD IS MORE ACCURATE TO DESCRIBE THE PROCESS OF AN ADULT SUPPORTING A CHILD ?



Base: all respondents, urban population of Ukraine aged 18-60
«Which word, in your opinion, most accurately describes the process of an adult supporting a child?»

HOW DO UKRAINIANS PERCEIVE MENTORING?

QUALITATIVE STAGE



Information about mentoring is mostly obtained from the Internet and social media, but it is mostly rumours and mentions, not systematic explanations.

Therefore, mentoring is often confused with guardianship, charity, teaching or spiritual guidance.

WHAT IS MENTORING ASSOCIATED WITH?



- Different forms of guardianship or foster care
- The first stage of adoption
- A kind of charitable activity, but with long-term involvement
- Teaching, coaching, spiritual guidance
- Support for children from celebrities

HOW DO UKRAINIANS PERCEIVE MENTORING?

QUALITATIVE STAGE



”

«I didn't know what mentoring was. It's like fostering or adoption»

”

«Mentoring is when a person takes care of this person from A to Z in order to develop them further»

”

«There are spiritual mentors, when a child is brought to church, and they have a certain spiritual goal»

”

«This is the initial or first stage for adoption or foster care»

”

«If a child goes to dance, then, for example, their coach is also a mentor»

”

«Different stars visit orphanages and communicate with children»

- Awareness of mentoring in Ukrainian society remains uneven. While certain groups (in particular, adolescents from institutional care) are familiar with this practice through the work of NGOs, others (ordinary citizens) often confuse it with foster care or adoption.
- This points to the need for wider public awareness of the essence of mentoring, its opportunities and benefits.

5 READINESS FOR MENTORING

Are you ready to become a mentor?

43%

of Ukrainians are not ready to become mentors (to help a particular child adapt to life and support him or her)

Are you ready to become a mentor?

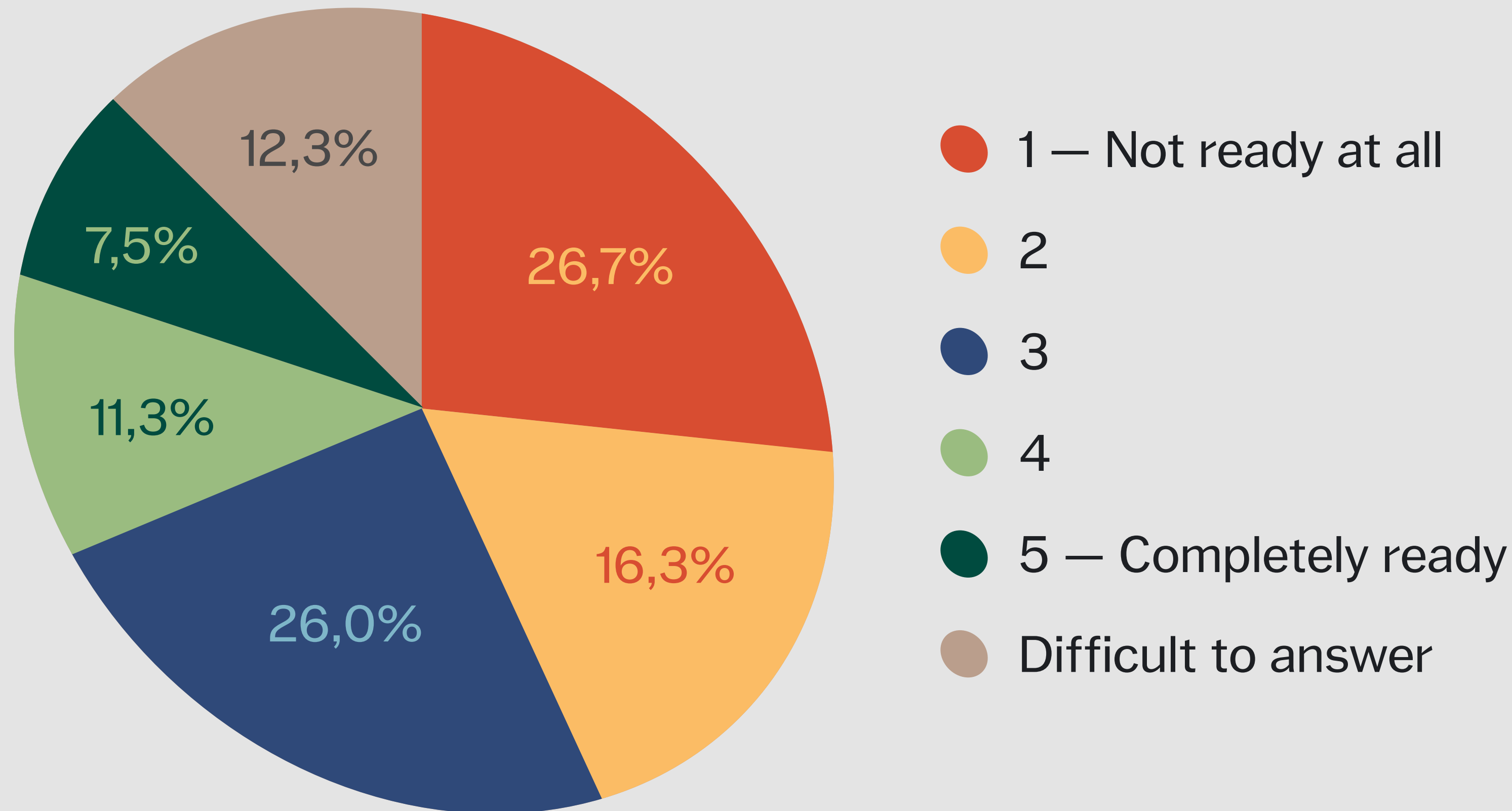
18%

of Ukrainians are ready to become mentors
(to help a particular child adapt to life
and support him/her)

38,3%

have doubts about their own readiness
to become mentors and need additional
motivation

ARE YOU READY TO BECOME A MENTOR ?



Respondents who answered «3» declared low readiness. Another 12.3% who answered «hard to say» have not formed a position. That is, a total of 38.3% need additional motivation.

However, there can be a huge difference between a declaration of readiness to participate in a survey that does not entail any responsibility and actual readiness.

WHO IS READY TO BECOME A MENTOR ?

THE LOWEST LEVEL OF READINESS AMONG



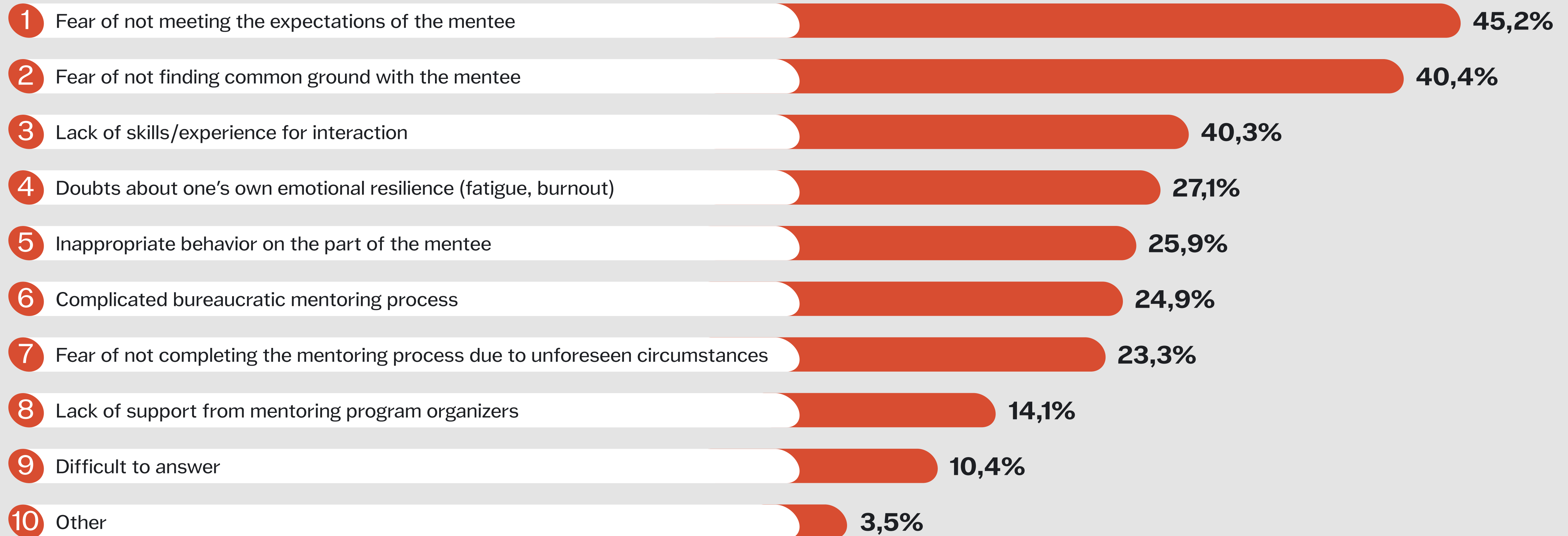
- students, postgraduates, schoolchildren — **1,9%** are completely ready, **10,4%** are ready.
- those who are retired (by age, disability) — **2,8%** are completely ready, **12,1%** — are ready.
- unemployed and looking for work — **8,7%** are completely ready, **9,4%** — are ready.

THE HIGHEST LEVEL OF READINESS AMONG



- military — **11,1%** are completely ready, **13,3%** are ready.
- entrepreneurs, business owners — **11,8%** are completely ready, **10,6%** — are ready.
- public sector employees — **6,2%** are completely ready, **15,5%** — are ready.

THE MAIN BARRIERS TO JOIN MENTORING



THE MAIN BARRIERS TO JOIN MENTORING

Among those who **are not ready** to become mentors, the biggest obstacles were identified as follows:

Fear of not being able to cope — **48,2%**

Lack of skills and experience — **46,7%**

Fear of not finding a common ground — **40,7%**

Doubts about their own emotional stability
(fatigue, burnout) — **31%**

Inadequate behaviour of wards — **30,4%**

Fear of not completing the process due to unforeseen
circumstances — **24,8%**

Complicated bureaucratic process — **23,7%**

Insufficient support from organisers on the way
to mentoring — **12,2%**

Difficult to answer — **6,8%**

Other — **4%**

THE MAIN BARRIERS TO JOIN MENTORING

Barriers to mentoring among those who are ready to become mentors:











- | | |
|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| ● Fear of not meeting the expectations of the mentee — 36,8% | ● Complicated bureaucratic mentoring process — 39,2% |
| ● Fear of not finding common ground with the mentee — 38,9% | ● Fear of not completing the mentoring process due to unforeseen circumstances — 25,0% |
| ● Lack of skills/experience for interaction — 28,1% | ● Lack of support from mentoring program organizers — 19,6% |
| ● Doubts about one's own emotional resilience (fatigue, burnout) — 20,8% | ● Other — 2,1% |
| ● Inappropriate behavior on the part of the mentee — 29,4% | ● Difficult to answer — 6,7% |



At the same time, **the complicated bureaucratic process of mentoring is the main obstacle** for those who are ready to become mentors

39,2%

THE MAIN BARRIERS TO JOIN MENTORING

	18-29	30-39	40-49	50-59
 Fear of not meeting the expectations of the mentee	46,8%	45,6%	44,8%	43,2%
 Fear of not finding common ground with the mentee	46,3%	42,9%	34,3%	37,8%
 Lack of skills/experience for interaction	48,2%	37,8%	38,8%	36,4%
 Doubts about one’s own emotional resilience (fatigue, burnout)	37,6%	22,0%	22,3%	26,8%
 Inappropriate behavior on the part of the mentee	21,2%	22,3%	28,6%	32,2%
 Complicated bureaucratic mentoring process	21,2%	24,6%	26,8%	27,2%
 Fear of not completing the mentoring process due to unforeseen circumstances	20,9%	20,9%	24,8%	26,9%
 Lack of support from mentoring program organizers	15,8%	12,9%	12,9%	14,7%
 Other	3,4%	3,0%	4,3%	3,4%
 Difficult to answer	12,2%	12,6%	8,7%	7,8%










THE MAIN BARRIERS TO JOIN MENTORING

Inadequate behaviour is a barrier for a quarter of Ukrainians, with the military being the least affected



10,5%

THE MAIN BARRIERS TO JOIN MENTORING

	They run a home economy	Military personnel	Managers	Students (schoolchildren, students, postgraduates)	Office workers	Retired (by age, by disability)	Entrepreneurs	Employees of the public sector areas	Workers	Unemployed, looking for works	Other
 Fear of not meeting the expectations of the mentee	43,6%	29,9%	33,3%	47,2%	44,4%	41,7%	42,5%	43,9%	46,0%	51,1%	43,9%
 Fear of not finding common ground with the mentee	42,2%	25,0%	21,6%	53,2%	52,6%	34,8%	32,8%	36,4%	42,3%	41,2%	39,1%
 Lack of skills/experience for interaction	35,9%	36,4%	36,9%	61,9%	41,7%	42,2%	47,0%	40,7%	42,1%	37,9%	29,1%
 Doubts about one's own emotional resilience (fatigue, burnout)	25,7%	18,3%	16,0%	43,2%	32,0%	19,2%	32,0%	34,7%	21,6%	25,4%	25,1%
 Inappropriate behavior on the part of the mentee	26,1%	10,5%	32,5%	34,6%	31,1%	23,0%	26,8%	35,1%	24,1%	20,0%	24,3%
 Complicated bureaucratic mentoring process	21,3%	23,7%	30,3%	19,9%	26,9%	22,8%	35,4%	30,1%	25,2%	21,1%	21,2%
 Fear of not completing the mentoring process due to unforeseen circumstances	24,4%	10,5%	18,6%	21,6%	21,7%	30,5%	27,0%	27,2%	22,7%	20,6%	23,0%
 Lack of support from mentoring program organizers	12,2%	7,9%	20,2%	18,1%	18,8%	14,8%	21,2%	15,0%	14,2%	10,6%	9,1%
 Other	2,9%	2,6%	5,7%	4,0%	2,5%	0,0%	1,7%	3,2%	4,9%	4,4%	4,4%

Base: all respondents, urban population of Ukraine aged 18-60
«What would stop you from becoming a mentor (multiple choices)?»

THE MAIN BARRIERS TO JOIN MENTORING

QUALITATIVE STAGE



“

«A child can suffer a psychological trauma if a person is not ready»

“

«I would like to take some kind of psychological test, training. So that specialists who deal with mentoring could prepare you»

“

«I don't even know where to apply»

“

«There is no advertising, no positive promotion of this in society»

“

«Are you really ready morally, psychologically and financially to be a mentor?»

DOUBTS AND CONCERNS ABOUT MENTORING



30,5%

are convinced that orphans are difficult to influence



A mentor must be a qualified educator — **34,6%**

Children with a difficult past are hard to educate/influence — **30,5%**

Mentoring requires a lot of time — **28,3%**

These children are conflict-prone and difficult to communicate with — **24,9%**

Mentoring requires financial expenses — **24,5%**

Mentoring is a complicated and bureaucratic process — **21,7%**

Difficult to answer — **15,8%**

Mentoring does not change children's lives — **9,8%**

Adoption is mandatory after mentoring — **7,9%**

These children are potential lawbreakers — **4,1%**

Other — **3,9%**

Base: all respondents, urban population of Ukraine aged 18-60
«What would stop you from becoming a mentor (multiple choices)?»











DOUBTS AND CONCERNS ABOUT MENTORING



The highest percentage of those who believe that orphaned children are difficult to influence is among young people aged 18-29

35,3%












	18-29	30-39	40-49	50-59
 A mentor must be a qualified educator	36,0%	36,2%	34,4%	31,6%
 Children with a difficult past are hard to educate/influence	35,3%	28,9%	26,1%	31,8%
 Mentoring requires a lot of time	27,4%	23,6%	29,8%	33,0%
 These children are conflict-prone and difficult to communicate with	32,5%	21,5%	18,8%	27,0%
 Mentoring requires financial expenses	24,5%	23,0%	25,3%	25,5%
 Mentoring is a complicated and bureaucratic process	19,7%	21,9%	21,1%	24,2%
 Mentoring does not change children's lives	9,1%	11,9%	9,5%	8,3%
 Adoption is mandatory after mentoring	11,3%	5,8%	8,4%	6,4%
 These children are potential lawbreakers	7,7%	3,3%	3,4%	2,1%
 Other	5,1%	2,6%	4,2%	3,5%

Base: all respondents, urban population of Ukraine aged 18-60
«What would stop you from becoming a mentor (multiple choices)?»

DOUBTS AND CONCERNS ABOUT MENTORING

BY REGION

	East	West	South	Nourth	Centre
 A mentor must be a qualified educator	36,2%	33,2%	30,4%	35,8%	36,3%
 Children with a difficult past are hard to educate/influence	25,8%	32,0%	33,2%	29,1%	34,1%
 Mentoring requires a lot of time	26,4%	28,4%	25,0%	32,5%	26,6%
 These children are conflict-prone and difficult to communicate with	25,1%	24,6%	24,5%	24,4%	26,2%
 Mentoring requires financial expenses	22,8%	25,0%	23,4%	26,8%	23,5%
 Mentoring is a complicated and bureaucratic process	22,3%	19,3%	22,6%	22,5%	21,8%
 Mentoring does not change children's lives	8,9%	7,1%	9,4%	13,0%	9,1%
 Adoption is mandatory after mentoring	7,2%	7,4%	7,1%	9,7%	7,3%
 These children are potential lawbreakers	4,9%	4,5%	2,8%	2,8%	6,1%

FEARS AND CONCERNS ABOUT MENTORING

Answered by
institutional staff,
guardians,
foster
parents



Among the most common threats to a mentoring programme are the risks **associated with the mentor's behaviour and the misperception of the mentor's role** by adolescents.

THREATS FROM MENTORS

- actions not in the best interests of the child
- undermining the authority of parents
- volatility and inconsistency
- refusal from wards



They can cause **serious emotional trauma** to a child.

THREATS FROM ADOLESCENTS

- substitution of the concepts of mentor and sponsor (focus on material assistance rather than communication and support)
- over-attachment
- perception of mentors as parental figures
- the predominance of the mentor's authority over the parents
- devaluation of the role of parents

FEARS AND CONCERNS ABOUT MENTORING

Active ordinary
citizens

answer



The main fears of citizens regarding mentoring **are related to the emotional attachment of mentees, lack of knowledge and a sense of unpreparedness.**

- fear of emotional attachment of both the child to the mentor and the mentor to the child
- concerns about the child's psychological state, fear of harming the child, who has already experienced difficult experiences in life
- lack of knowledge, insufficient level of personal awareness of child-rearing, especially in the field of psychology
- fear of insufficient mental stability
- uncertainty about your own abilities and capabilities to complete the task, as well as about the future
- lack of resources: first of all, finance and time
- fear of jealousy on the part of the mentor's children, if any, and the unwillingness of the mentor's biological children
- social pressure and prejudice of others

PERCEPTIONS AND EXPECTATIONS OF MENTORING: ADOLESCENTS

WHAT IS EXPECTED OF MENTORS

Adolescents in institutional care
(younger age group) ↓

When formulating their expectations of a mentor, most adolescents focused on personal qualities and communication skills.

Attention is paid to the importance of emotional comfort in interaction with a mentor, which is manifested in the requirements for his/her kindness, understanding, listening and support.

 **FRIENDLINESS**

 **THE DESIRE TO GIVE CARE**

 **LOVE FOR ANIMALS**

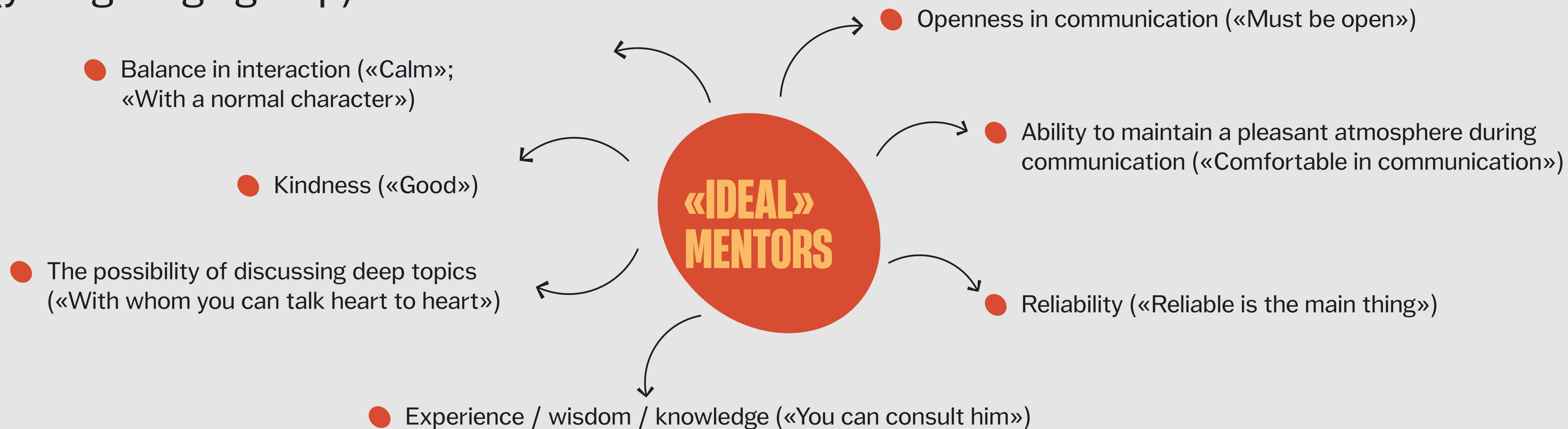
 **ABILITY TO ACCEPT THE CIRCUMSTANCES AND POINTS OF VIEW OF OTHERS**

 **LISTENING SKILLS**

 **SENSE OF HUMOUR**

WHAT IS EXPECTED OF MENTORS

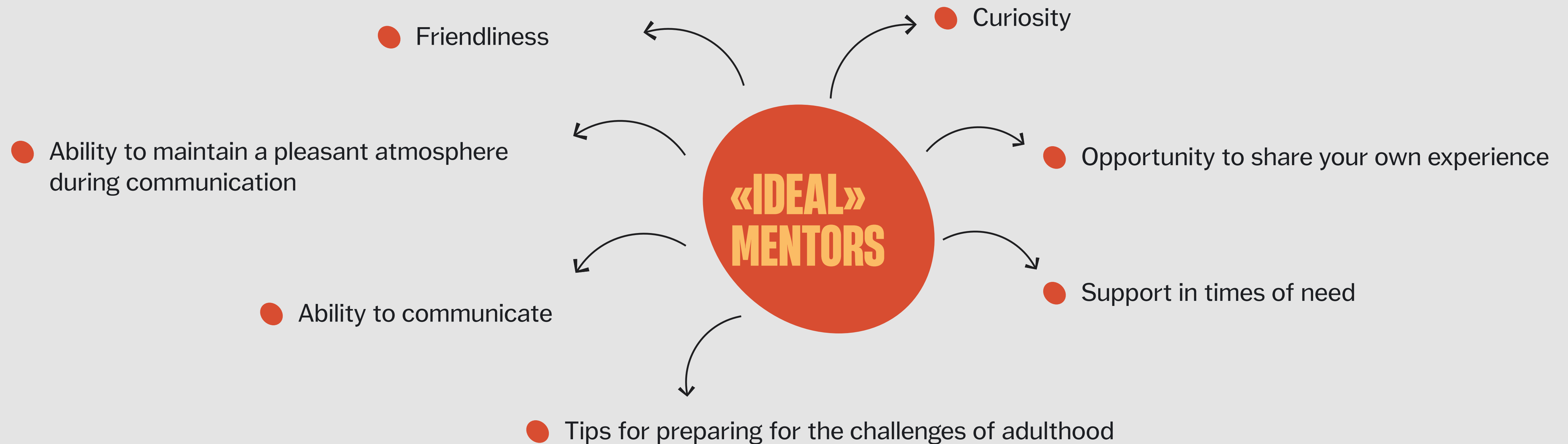
Adolescents in institutional care
(younger age group) ↓



Thus, for respondents, a mentor is not just an adult who can give advice, but **a person who can create an atmosphere of trust and support.**

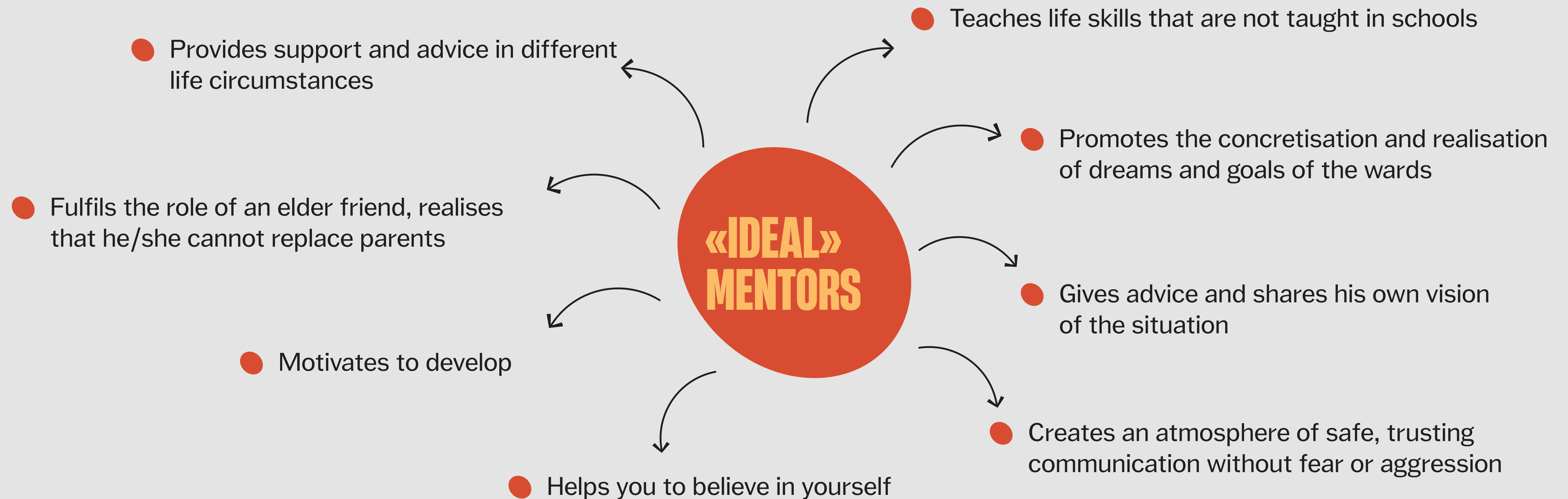
WHAT IS EXPECTED OF MENTORS ?

Adolescents in care, family-type children's homes, foster families ↓



WHAT IS EXPECTED OF MENTORS ?

Graduates of boarding schools ↓



- **Younger adolescents from institutional** care focus on qualities that ensure comfortable communication: openness, kindness, calmness, and the ability to maintain a trusting atmosphere. They appreciate the opportunity to talk «heart to heart» and feel emotionally safe.
- **Adolescents from family-type children's homes (FTOs), those in foster care or foster families** are guided by the human qualities of a mentor: friendliness, the ability to maintain a pleasant atmosphere, the ability to share experiences and receive support in difficult situations. They expect gentle support and the ability to talk about life challenges.
- **Graduates of boarding schools** (the older age group) have the most specific and pragmatic expectations from a mentor. They value experience, wise advice, support in future life situations, motivation for development and help in developing specific life skills. It is important for them to have a person by their side who will help them realise their goals and adapt to independent living.



THE MAIN CONCLUSION:

children and adolescents with lived experience who need mentors the most have quite realistic and specific expectations — a person who is there to support them and help them adapt to adulthood. At the same time, adults often worry about their own «imperfections», unpreparedness, lack of resources and fears of communication failure.

6

WHAT MOTIVATES SOCIETY TO BECOME A MENTOR?

What motivates society to become a mentor?

What motivates you to become a mentor?

46,5%

almost half of the respondents consider state encouragement
to be an additional motivation to join mentoring

What motivates you to become a mentor?

38,5%

support and accompaniment
in the process of activity

34,4%

personal meaning and
self-realisation

27,3%

gaining new experience,
developing soft skills

Base: all respondents, urban population of Ukraine aged 18-60
«What would further motivate you to become a mentor? (multiple answers)»

What motivates you to become a mentor?

23,5%

involvement in
a community of
like-minded
people

16,9%

encouragement
from the
employer

15,6%

prestige,
recognition
of activities
by society

16,2%

difficult to answer

4,0%

other

WHAT MOTIVATES YOU TO BECOME A MENTOR?

DIFFERENT AGE GROUPS

People aged **30-39 (49.5%)** and **40-49 (50%)** are most motivated by state encouragement.

At the same time, **gaining new experience** and **developing soft skills** is a key factor of additional motivation for **young people aged 18-29 (34.9%)**



	18-29	30-39	40-49	50-59
Support from the state	41,9%	49,5%	50,0%	44,5%
Support and guidance from professionals in the process	37,0%	37,8%	40,7%	38,8%
Personal sense, self-realization	35,3%	34,4%	33,0%	35,0%
Gaining new experiences, developing soft skills	34,9%	28,0%	27,8%	17,3%
Belonging to a community of like-minded people	17,6%	24,3%	23,6%	29,2%
Support from the employer	23,1%	18,9%	14,6%	10,2%
Recognition of your activities by society (prestige)	16,%%	17,2%	13,6%	15,0%
Other	4,8%	1,6%	3,0%	7,1%
Difficult to answer	14,6%	16,6%	16,4%	17,6%

Base: all respondents, urban population of Ukraine aged 18-60
«What would further motivate you to become a mentor? (multiple answers)»

WHAT MOTIVATES YOU TO BECOME A MENTOR?

DIFFERENT SOCIAL GROUPS



State encouragement is the biggest motivation for:

- office workers — **56,1%**
- those who are retired — **56,1%**
- the unemployed — **50,5%**

It motivates managers the least — 28,7%



Support and guidance from professionals would be the most motivating for:

- public sector employees — **53,3%**
- office workers — **48,7%**
- entrepreneurs — **43,5%**

It would motivate the military the least — 19,8%



Personal meaning and self-realisation are the most motivating factors for:

- entrepreneurs — **45,7%**
- schoolchildren, students, postgraduates — **41,2%**
- office workers — **37,3%**

The lowest rate is again among the military — 26,9%

WHAT MOTIVATES YOU TO BECOME A MENTOR?

DIFFERENT SOCIAL GROUPS

	Run a household	Military personnel	Managers	Students (schoolchildren, students, postgraduates)	Office workers	Retired (by age, by disability)	Entrepreneurs	Employees of the public sector areas	Workers	Unemployed, looking for works	Other
● Support from the state	44,5%	37,4%	28,7%	47,4%	56,1%	56,1%	48,6%	48,9%	40,0%	50,5%	37,2%
● Support and guidance from professionals in the process	35,0%	19,8%	23,6%	40,2%	48,7%	26,3%	43,5%	53,3%	38,9%	33,0%	32,0%
● Personal sense, self-realization	31,3%	26,9%	34,5%	41,2%	37,3%	35,1%	45,7%	30,0%	30,4%	37,0%	31,1%
● Gaining new experiences, developing soft skills	19,1%	24,2%	31,0%	40,7%	33,4%	16,6%	26,0%	27,6%	25,6%	29,7%	27,0%
● Belonging to a community of like-minded people	21,0%	16,5%	11,4%	6,2%	22,5%	16,1%	40,7%	30,9%	26,6%	21,4%	16,7%
● Support from the employer	15,0%	7,7%	20,1%	22,2%	24,1%	8,3%	14,9%	16,4%	20,0%	17,6%	11,2%
● Recognition of your activities by society (prestige)	11,9%	14,7%	21,1%	14,9%	18,2%	14,6%	19,0%	22,8%	16,3%	13,3%	6,2%
● Other	2,8%	8,6%	3,9%	3,6%	0,0%	6,6%	1,4%	3,3%	4,7%	5,6%	5,9%
● Difficult to answer	20,2%	29,0%	29,8%	11,9%	7,3%	20,8%	10,9%	8,5%	17,3%	17,2%	25,9%

WHAT MOTIVATES YOU TO BECOME A MENTOR?

DIFFERENT SOCIAL GROUPS

	East	West	South	North	Centre
● Support from the state	41,3%	49,0%	47,7%	47,2%	47,1%
● Support and guidance from professionals in the process	32,5%	35,3%	37,6%	44,2%	41,0%
● Personal sense, self-realization	33,3%	35,7%	31,9%	39,2%	27,9%
● Gaining new experiences, developing soft skills	25,7%	26,2%	30,6%	26,7%	28,9%
● Belonging to a community of like-minded people	22,1%	22,2%	22,3%	26,3%	23,1%
● Support from the employer	10,9%	15,7%	18,3%	20,1%	19,0%
● Recognition of your activities by society (prestige)	13,2%	12,3%	19,3%	16,1%	19,1%
● Other	4,6%	4,5%	4,5%	2,6%	5,0%
● Difficult to answer	19,3%	17,1%	16,7%	11,8%	18,8%

WHAT MOTIVATES YOU TO BECOME A MENTOR?

ANSWERED BY CURRENT MENTORS



“

A professional speciality and a desire to realise it

«My first education was in teaching, so I believe I have the resources and knowledge to do this, and I am interested in supporting someone in their life journey».

“

A desire to improve the lives of children

«It's a very realistic format in which I can influence the lives of children».

“

Desire to help children without including them in their family

«I have the resources, but I'm not able to take in more children myself, so we decided to use this resource in the right way».

“

An impact that requires a moderate amount of time

«I have the resources, but I don't have the opportunity to take in more children, so we decided that we could use this resource in the right way».

FACTORS ⚡ MENTIONED BY INSTITUTIONAL STAFF, GUARDIANS, FOSTER PARENTS

EXPERIENCE AND A DESIRE
TO SHARE IT

MASS DISSEMINATION
OF INFORMATION ABOUT
MENTORING

OPENNESS AND PROMOTION
OF MENTORING BY EDUCATIONAL
OR TRAINING INSTITUTIONS

PUBLIC BENEFIT

AWARENESS OF THE
IMPORTANCE OF ONE'S OWN
KNOWLEDGE AND SKILLS
IN SUPPORTING CHILDREN

MORE IMPARTIAL AND LOYAL
ATTITUDE OF SOCIAL SERVICES
TOWARDS MENTOR CANDIDATES

WHAT MOTIVATES YOU TO BECOME A MENTOR?

ACTIVE CITIZENS ANSWER



“

Sharing the experience

«I can share my life experience with a person who, due to the absence of parents, has no other way to get it — outside of a boarding school».

«I would like to share my life experience, perhaps some professional skills».

“

Social responsibility

«It's possible, as they say, to assert that you know at least something in this life, that your experience and knowledge can be useful to another person».

“

Protection from making mistakes

«Let's face it: I can explain to a child that drugs are bad».

«Most likely (motivates) the desire to help others with the same problem».

“

Emotional factor and environment

«The first trip to an orphanage. It really changes your perception, your psychology in this regard».

«It seems to me that when a person gets to the place where these children are, just by watching them, they can understand that they want to be there, to help them, to support them».

Qualitative stage. Base: all respondents, urban population of Ukraine aged 18-60
«What would further motivate you to become a mentor? (multiple answers)»

WHAT MOTIVATES YOU TO BECOME A MENTOR?

ACTIVE CITIZENS ANSWER



“

Not having children of your own

«For various reasons, people are unable to have children of their own — for health reasons, age, etc. I think these are the people who are most motivated».

«People who already have adult children but still want to raise an orphan».

“

Media content and mentoring promotion

«Well, everyone watched such tearful films. Let's say a person goes to an orphanage and falls in love with this child so much that he dreams about him, and he can't eat, and he thinks about him, and he wants to adopt him. That's it, it's all over».

«Perhaps the more you talk about it, the more people know about you and the more people who want to do it».

In addition to motivation, **conditions are also important** for engaging in mentoring:

- financial stability
- time
- availability of comprehensive knowledge and information about mentoring
- convenient organisation of the process
- direct contact
- developing a culture of mentoring in society

Qualitative stage. Base: all respondents, urban population of Ukraine aged 18-60
«What would further motivate you to become a mentor? (multiple answers)»

WHAT ARE THE CONDITIONS FOR BECOMING A MENTOR ?

ACTIVE CITIZENS ANSWER



“

«We need to have lessons, videos at the state level, more information in the media, so that it becomes the norm, so that young people know more about it and are not shut out»

“

«A financial situation in which I would understand that I can allocate both money and time. You need resources — both time and money»

“

«Just two points: explain and show. And a person will understand whether it is necessary or not, worthwhile or not»

“

«A person has to come to the orphanage, see these children, talk to them, and then understand how they live, and then, perhaps, they will make some decisions for themselves whether they can help them or not»

“

It should be organised in a competent way, so that it is convenient for those who want to do this activity and not a burden»

Qualitative stage. Base: all respondents, urban population of Ukraine aged 18-60
«What would further motivate you to become a mentor? (multiple answers)»

Mentoring is an important social practice that motivates people on both a personal and social level.

The **main motivations for participating** in programs include:

- professional experience
- desire to help
- social responsibility
- emotional engagement
- financial stability

It should also be noted that some respondents see this activity as an alternative to foster care or adoption, which requires further research into the relationship between mentoring and readiness for deeper integration of a child into the family.

7

INTERACTION WITH CHILDREN AND TEENAGERS IN NEED OF MENTORS HOW DOES SOCIETY SEE IT?

Desired number of the wards

54%

of all respondents are ready to become a mentor
for **1 child** (a hypothetical possibility was considered)

14,9%

for 2 children

3,4%

for 3 children

1,3%

for 4 children

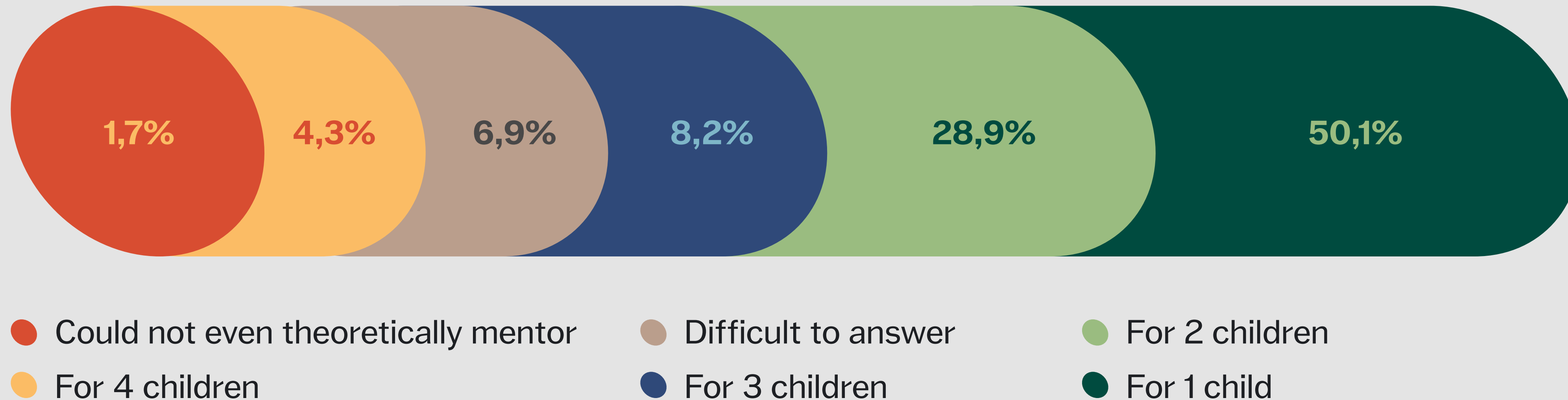
16,6%

cannot answer

9,7%

did not consider
the issue even
theoretically

DESIRED NUMBER OF MENTEEES AMONG THOSE WILLING TO BECOME MENTORS



For children of what age would people want to become mentors for?

46%

Almost half of the respondents would like to become mentors for younger children (up to 10 years)

For children of what age would people want to become mentors for?

13,9%

could become
mentors for
children 10-12
years old

8,9%

consider this
possibility for
teenagers aged
13-15

5,6%

would like to become
mentors for older
teenagers 16+
years old

25,3%

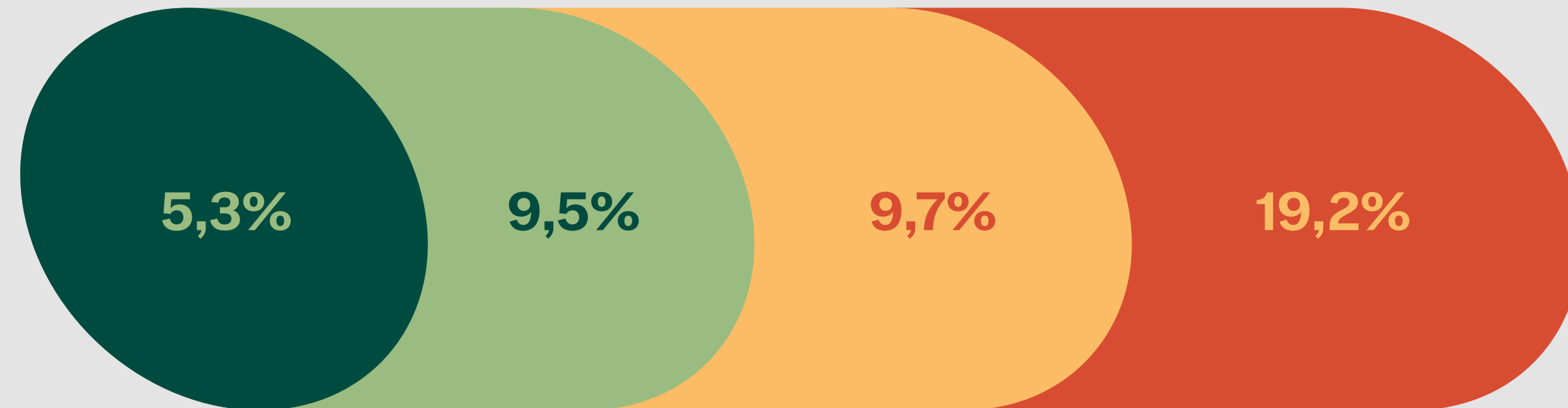
a quarter —
cannot give
an answer

FOR CHILDREN OF WHAT AGE WOULD PEOPLE WANT TO BECOME MENTORS FOR ?



56%

of citizens who are ready to engage in mentoring also see themselves as mentors for younger children (up to 10 years)



● Older than 16 years
● Difficult to answer

● 13-15 years
● 10-12 years

PREFERRED AGE GROUP FOR MENTORING?

BY AGE GROUP



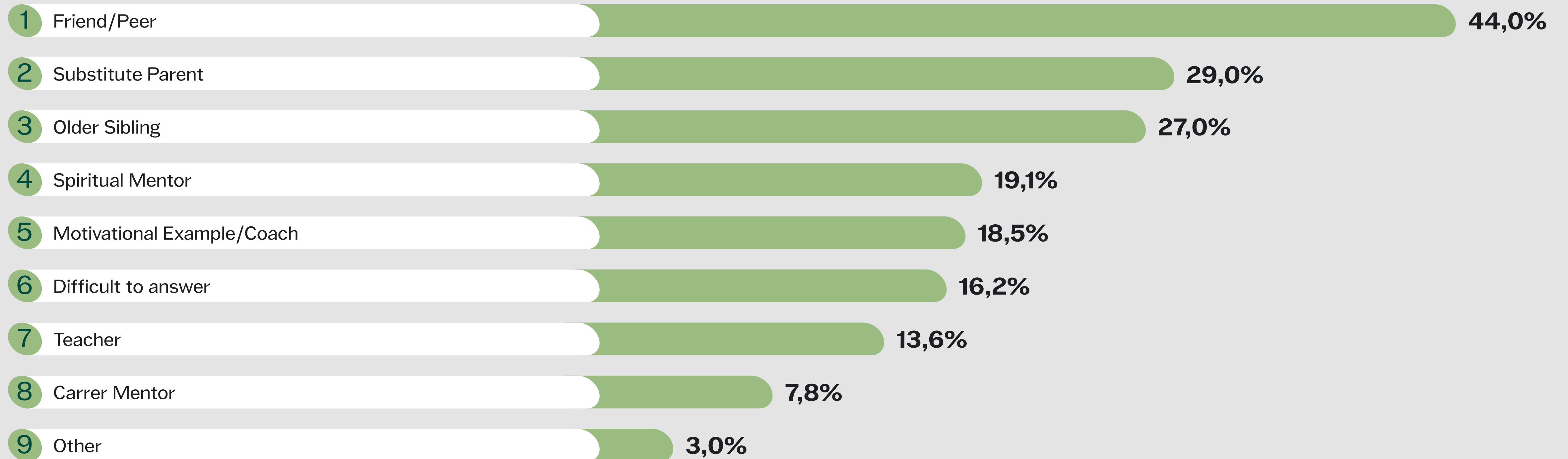
The highest percentage of those who would like to become mentors for teenagers is among young people **aged 18-29** (those who were recently teenagers).



	18-29	30-39	40-49	50-59
● Less than 10 years	38,1%	48,6%	50,0%	48,8%
● 10-12 years	16,4%	13,2%	11,9%	14,2%
● 13-15 years	14,6%	8,9%	5,8%	5,9%
● Older than 16 years	8,8%	5,3%	4,6%	3,5%
● Difficult to answer	22,1%	24,0%	27,6%	27,6%

Base: ready to engage in mentoring, urban population of Ukraine 18-60 years old
«How many children could you mentor?»

IN WHAT ROLE DO ADULTS SEE THEMSELVES IN THE INTERACTION WITH CHILDREN AND TEENAGERS ?



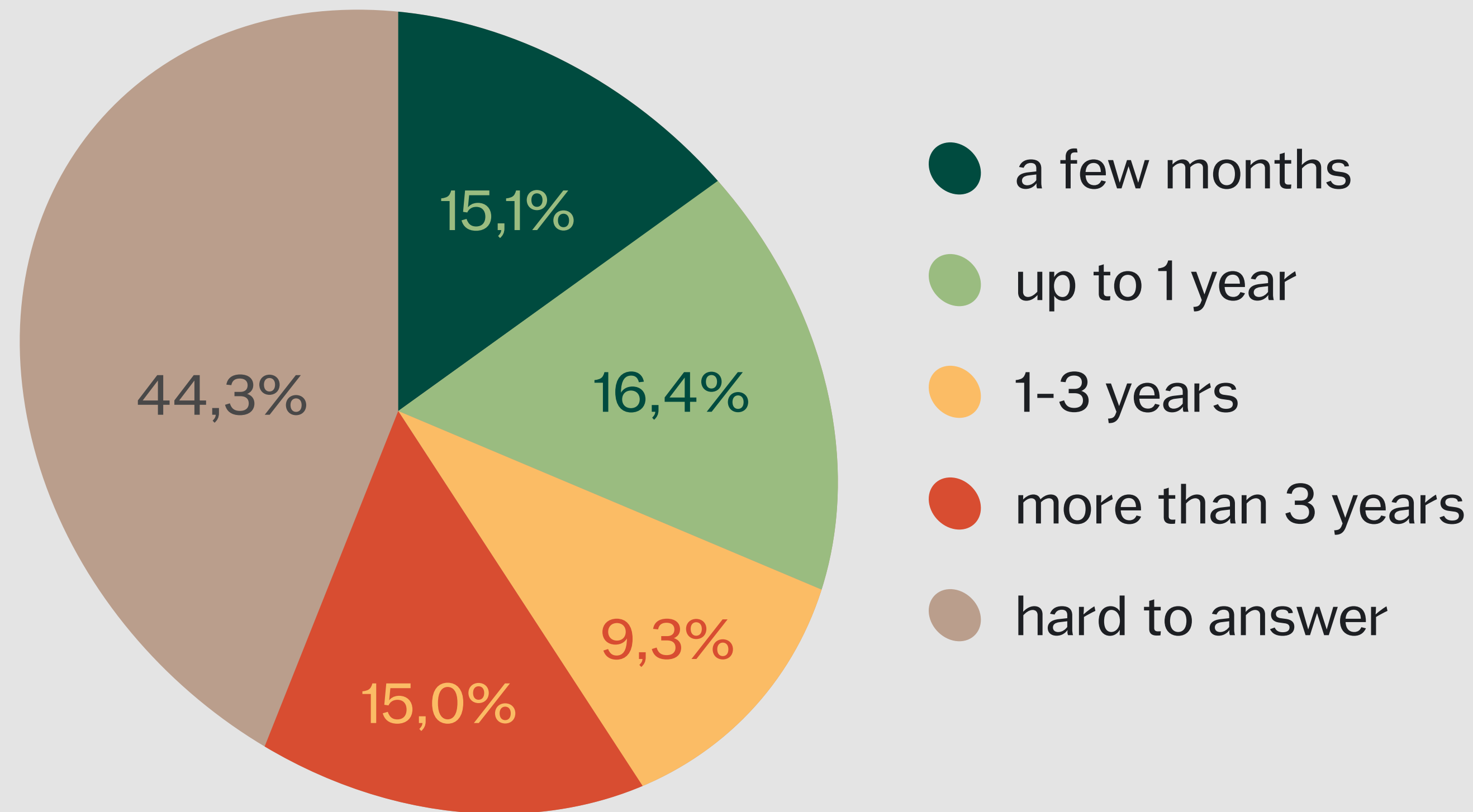
IN WHAT ROLE DO ADULTS SEE THEMSELVES IN THE INTERACTION WITH CHILDREN AND TEENAGERS?

	18-29	30-39	40-49	50-59
Friend/Peer	48,6%	48,1%	42,2%	36,3%
Substitute Parent	25,2%	28,0%	31,9%	31,0%
Older Sibling	40,2%	31,5%	21,3%	13,6%
Spiritual Mentor	18,6%	17,4%	17,9%	22,7%
Motivational Example/Coach	19,0%	19,2%	18,8%	17,0%
Teacher	12,1%	14,8%	14,1%	13,3%
Carrer Mentor	8,1%	9,6%	6,0%	7,2%
Other	5,2%	1,9%	2,4%	2,6%
Difficult to answer	13,2%	16,6%	15,1%	20,0%

IN WHAT ROLE DO ADULTS SEE THEMSELVES IN THE INTERACTION WITH CHILDREN AND TEENAGERS?

	They run a home economy	Military personnel	Managers	Students (schoolchild ren, students, postgradua tes)	Office workers	Retired (by age, by disability)	Entrepre neurs	Employees of the public sector areas	Workers	Unemployed, looking for works	Other
● Friend/Peer	50,3%	22,5%	25,4%	60,6%	46,0%	32,2%	41,6%	39,9%	43,5%	47,5%	47,6%
● Substitute Parent	19,8%	26,9%	26,0%	17,1%	28,9%	27,1%	24,7%	30,5%	36,4%	30,0%	30,6%
● Older Sibling	27,6%	33,1%	14,2%	41,2%	28,5%	16,5%	25,7%	18,2%	31,3%	29,9%	25,2%
● Spiritual Mentor	18,5%	12,6%	14,9%	24,2%	19,3%	22,4%	21,0%	17,5%	23,4%	18,0%	12,7%
● Motivational Example/Coach	18,0%	20,0%	16,2%	26,3%	14,2%	13,0%	31,9%	19,6%	19,3%	16,8%	14,2%
● Teacher	10,0%	24,0%	11,8%	6,9%	17,2%	11,1%	18,9%	26,2%	8,3%	10,4%	9,6%
● Carrer Mentor	6,0%	5,1%	13,4%	2,1%	8,6%	6,5%	21,9%	9,7%	5,2%	6,3%	5,7%
● Other	3,5%	3,4%	0,0%	4,0%	1,2%	2,0%	0,0%	1,9%	3,4%	4,6%	5,3%
● Difficult to answer	10,9%	22,3%	31,3%	14,0%	15,9%	22,5%	11,3%	14,0%	16,1%	16,1%	20,6%

DURATION OF COMFORTABLE COMMITMENT FOR MENTORING, IF VISITING A CHILD ONCE A WEEK ?



Base: ready to engage in mentoring, urban population of Ukraine 18-60 years old
«How many children could you mentor?»

DURATION OF COMFORTABLE COMMITMENT FOR MENTORING, IF VISITING A CHILD ONCE A WEEK ?

	18-29	30-39	40-49	50-59
<div></div> a few months	19,2%	15,1%	12,5%	13,4%
<div></div> up to 1 year	20,1%	17,1%	15,3%	12,7%
<div></div> 1-3 years	9,3%	9,6%	7,0%	11,3%
<div></div> more than 3 years	13,9%	17,8%	13,2%	14,7%
<div></div> hard to answer	37,5%	40,5%	52,0%	47,9%

DURATION OF COMFORTABLE COMMITMENT FOR MENTORING, IF VISITING A CHILD ONCE A WEEK?

	Household	Military	Manager	Student	Office worker	Retiree	Entrepreneur	Public sector	Worker	Unemployed	Other
<div></div> a few months	15,4%	10,1%	7,9%	13,3%	14,1%	19,1%	9,6%	13,3%	14,0%	21,5%	10,4%
<div></div> up to 1 year	15,8%	8,7%	19,1%	20,7%	23,1%	17,5%	18,2%	19,8%	14,8%	12,3%	14,5%
<div></div> 1-3 years	8,0%	10,1%	14,6%	7,7%	10,8%	4,4%	9,5%	11,9%	12,5%	7,8%	4,8%
<div></div> more than 3 years	19,7%	25,3%	18,4%	13,0%	15,8%	5,8%	21,9%	14,6%	13,9%	13,8%	12,4%
<div></div> hard to answer	41,2%	45,7%	40,0%	45,2%	36,3%	53,2%	40,8%	40,4%	44,7%	44,7%	57,8%

How often would you be willing to visit the wards?

52,5%

weekly (several
times or once
a week)

8,7%

every few
weeks

9,4%

several time
a month

4,1%

once a month
or less

25,3%

quarter —
difficult to answer

Base: ready to engage in mentoring, urban population of Ukraine 18-60 years old
«How often would you be willing to visit such a child?»

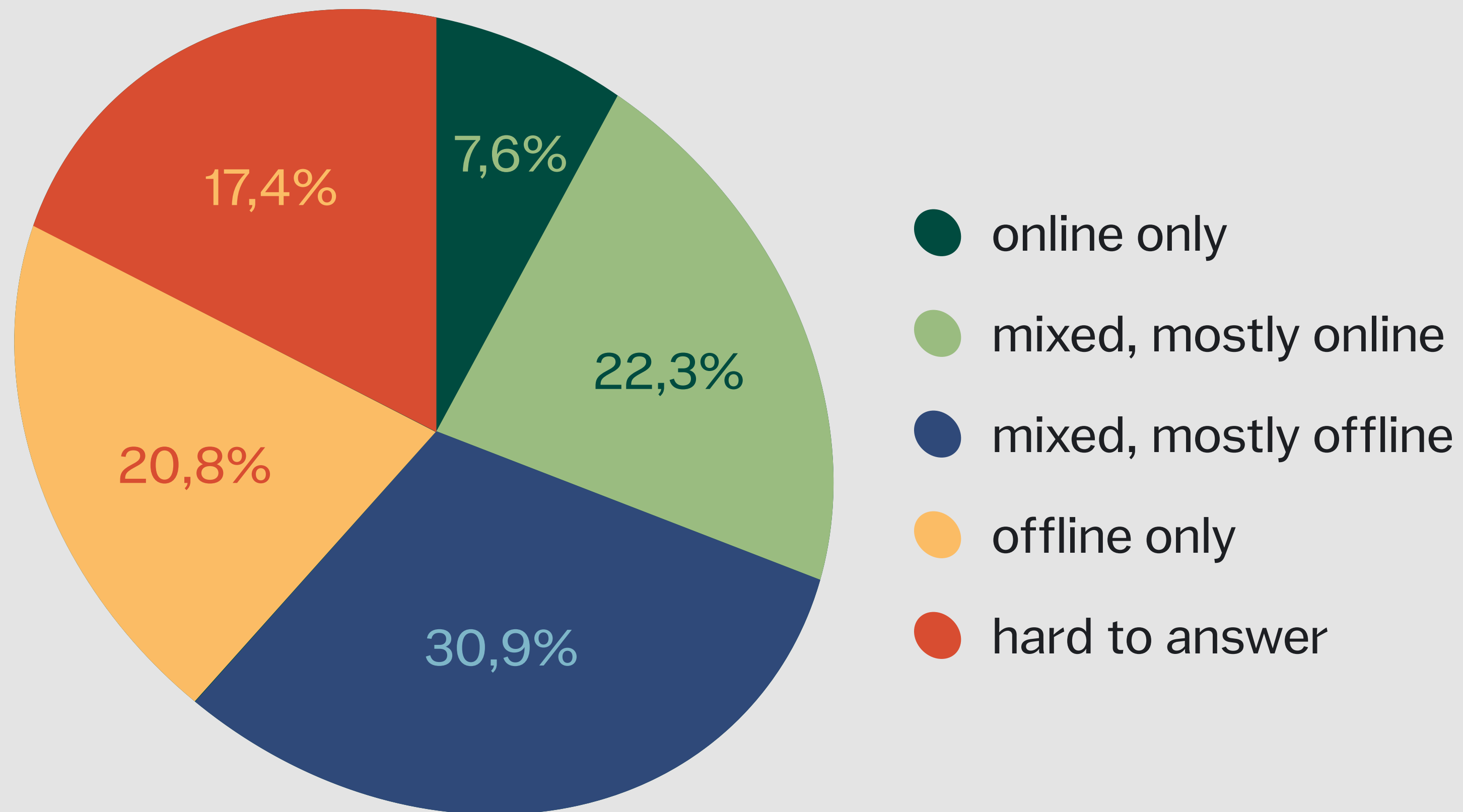
PERCEPTION OF FREQUENCY OF MENTORING VISITS?

	18-29	30-39	40-49	50-59
Several times a week	23,8%	23,8%	20,4%	19,2%
Approximately once a week	28,6%	28,2%	29,8%	36,0%
Once every few weeks	10,1%	9,4%	6,8%	8,3%
Several times a month	10,8%	10,4%	9,1%	7,1%
Once a month or less	7,0%	2,4%	5,3%	2,0%
Hard to answer	19,7%	25,8%	28,5%	27,3%

PERCEPTION OF FREQUENCY OF MENTORING VISITS?

	Household	Military	Manager	Student	Office worker	Retiree	Entrepreneur	Public sector	Worker	Unemployed	Other
Several times a week	23,7%	20,8%	21,7%	20,2%	16,9%	14,6%	16,0%	19,0%	26,4%	26,4%	21,1%
Approximately once a week	31,9%	36,4%	22,4%	26,7%	36,8%	29,4%	29,3%	35,9%	31,7%	25,2%	29,3%
Once every few weeks	8,5%	4,9%	10,7%	13,1%	8,1%	5,6%	10,3%	11,7%	7,5%	8,0%	8,5%
Several times a month	9,7%	5,8%	5,1%	5,6%	13,5%	8,5%	11,3%	7,9%	7,3%	10,2%	12,2%
Once a month or less	4,1%	3,4%	2,7%	2,1%	4,8%	1,0%	5,6%	4,9%	3,8%	5,3%	2,8%
Hard to answer	22,2%	28,8%	37,3%	32,3%	20,0%	40,9%	27,6%	20,6%	23,3%	24,9%	26,2%

CONVENIENT FORMAT FOR INTERACTION








Base: ready to engage in mentoring, urban population of Ukraine 18-60 years old
«In what format could you interact with the child?»

CONVENIENT FORMAT FOR INTERACTION

	18-29	30-39	40-49	50-59
● online only	10,4%	6,1%	8,5%	5,5%
● mixed, mostly online	25,4%	25,9%	22,8%	18,2%
● mixed, mostly offline	30,9%	27,9%	30,3%	34,9%
● offline only	19,1%	21,2%	18,8%	24,3%
● hard to answer	14,2%	18,8%	19,6%	17,0%

CONVENIENT FORMAT FOR INTERACTION

	Household	Military	Manager	Student	Office worker	Retiree	Entrepreneur	Public sector	Worker	Unemployed	Other
 online only	9,1%	15,9%	5,5%	7,4%	7,0%	3,8%	2,8%	8,2%	7,2%	9,6%	6,6%
 mixed, mostly online	23,4%	31,4%	5,0%	30,1%	29,1%	22,7%	19,8%	18,2%	24,9%	24,2%	20,5%
 mixed, mostly offline	35,1%	20,6%	33,7%	25,5%	32,8%	23,8%	30,2%	32,1%	36,3%	26,5%	34,4%
 offline only	17,8%	13,1%	29,6%	19,2%	20,4%	22,6%	27,4%	28,2%	15,4%	20,6%	17,8%
 hard to answer	14,5%	19,0%	26,2%	17,7%	10,7%	27,1%	19,7%	13,3%	16,2%	19,2%	20,7%

TECHNICAL BARRIERS TO COMMUNICATION WITH TEENAGERS !



Poor connection

Poor quality of internet coverage, inability to use the phone, malfunction of communication devices



The remoteness of the facilities

Distance of institutions where children live from the place of residence of mentors, long commute and long distance



Limited infrastructure

Lack of places to talk to children outside of institutional settings



Financial expenses

The lack of leisure and entertainment infrastructure requires mentors to spend more money



ADOLESCENTS' VISION OF THEIR OWN FUTURE

EXPECTATIONS FROM ADULTHOOD

After graduation from institutional care ↓

Despite ambiguous and dreamy expectations of adulthood, as well as anxiety and uncertainty, adolescents and young people have certain key benchmarks for the future: **financial stability, comfortable living conditions and the opportunity to do what they enjoy.**

Adolescents living in institutional settings

- lack of reflection on the future
- refusal to plan
- focus on life «today»
- certainty about the future profession

Adolescents/young people in care, YFCS, SARS

- **short-term plans:** first steps in the profession, independent acquisition of new experiences — travelling, discovering the world
- **long-term plans:** owning your own home, turning a hobby into a way of earning money, striving for harmony and peace



Girls, unlike boys, described their future in more detail, noting not only their field of activity but also their general lifestyle.

DREAMS OF THE FUTURE

Adolescents want independence, to be able to manage their lives freely and to have new experiences. At the same time, many are aware that their dreams require resources — financial, social and time.



”

Professional development

«I want to finish school now, then go to the veterinary school, and after that, maybe, open my own veterinary clinic»

«Find yourself, be successful in your profession»

”

Own family, stable life

«To build a home, to build an adequate, good family»

«I want to buy my own house, my own home, but I want it to be mine alone and in the American style, preferably»

«It's good to achieve, it's good to be good, it's good to have a job»

”

Noble, universal dreams

«The future without boarding schools»

«For every child to have a family and support from the state»

«So that children in institutional settings, if not. There will be foster families to make small group homes»

«I had a dream to open not a boarding school, but another (alternative) place for children»

”

Dreams of a peaceful life

«To end the war is so basic»

«I dream of the end of the war»

”

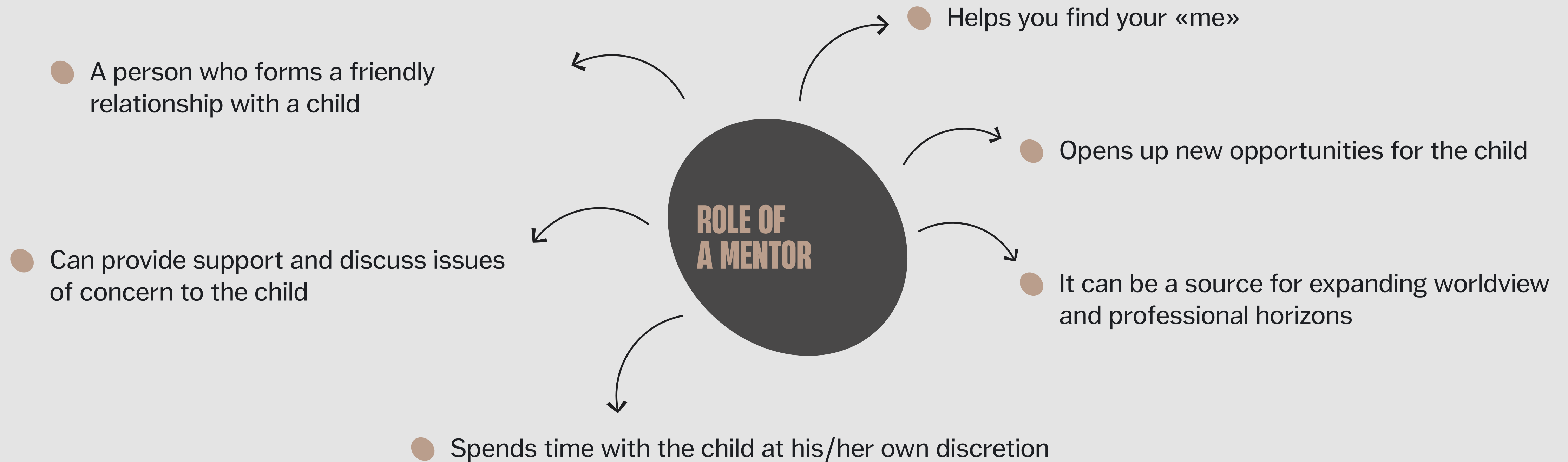
Travelling and experiences

«I dream of going to Paris, to Amsterdam»

«I would like to travel all over the world to the world»

THE UNIQUE ROLE OF A MENTOR IN A TEENAGER'S LIFE ⚡

Answers from current mentors ↓



THE UNIQUE ROLE OF A MENTOR IN A TEENAGER'S LIFE

Answered by institutional staff, guardians, foster parents ↓

Most often, respondents emphasise that the key advantage of a mentor is the ability to establish a more trusting and friendly relationship with a child.



Involvement in various areas of the mentee's life

Unlike residential care staff, who have limited opportunities to support children outside the institution, a mentor can be more actively involved in the mentee's life. Among the areas:

- medical support
- legal assistance
- educational support (tutoring, assistance in choosing an educational field)



More informal communication

The mentor does not have an administrative or educational status, so communication with him or her is less formalised and more trusting.



A wider range of topics available

The mentor can talk to an adolescent about topics that are difficult or impossible to discuss with educators or guardians.



Opportunity to provide psychological support

A mentor can help a child cope with emotional difficulties and life challenges.

TOPICS FOR DISCUSSION WITH MENTORS

Answers of adolescents living in institutional settings ↓

The main requests of adolescents are both self-esteem and domestic issues. In addition, adolescents need not only general advice, but also individual support in dealing with psychological difficulties related to socialisation.



Communication aspects and self-esteem

- difficulties in communication, dating, and other social interactions
- assessing yourself in interaction with other people



Future and career prospects

- discussing various aspects of the future «Where, how, what to study»; «Who I want to be»
- reducing the anxiety of applying to universities
- graduation from an institution as an important stage
- individual requests for career counselling

Target group: adolescents living in institutional settings.

TOPICS FOR DISCUSSION WITH MENTORS

Adolescents/young people in family-type children's homes,
under guardianship and in foster families ↓

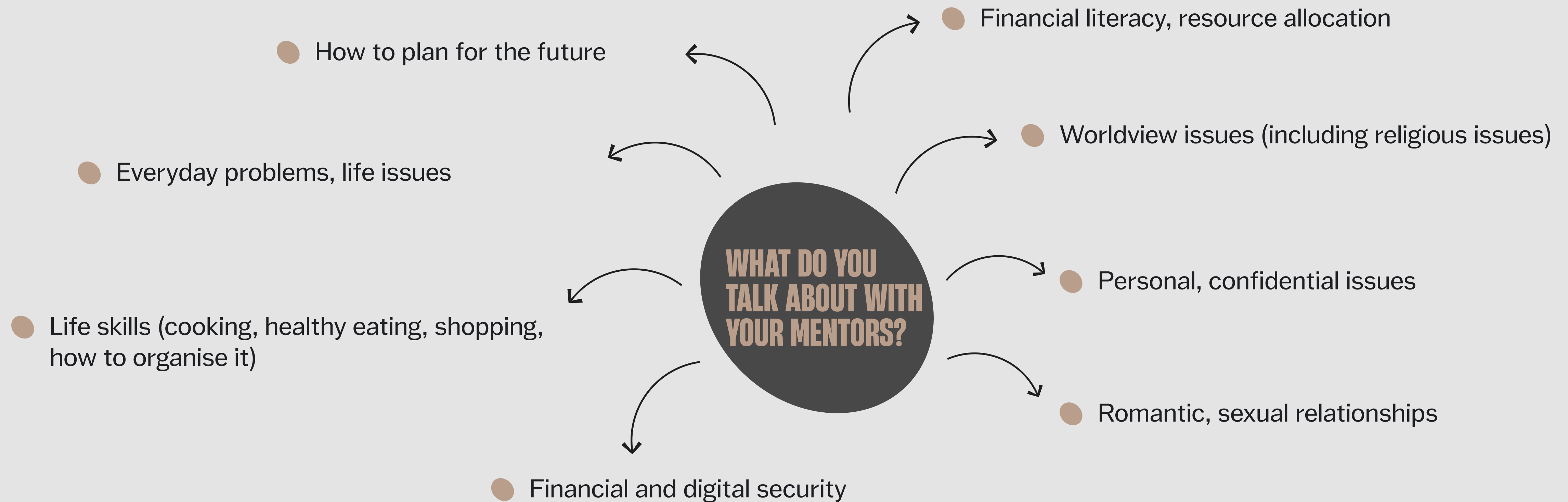
The most important topic for discussion with a mentor was the relationship
with different social groups.



Target group: adolescents living in institutional settings.

TOPICS FOR DISCUSSION WITH MENTORS

Answers from graduates who had mentors ↓



TOPICS THAT WERE NOT DISCUSSED

During the survey, none of the participants and graduates of the mentoring programme **could recall any topics that they did not have the opportunity to discuss** or receive advice on from their mentor.

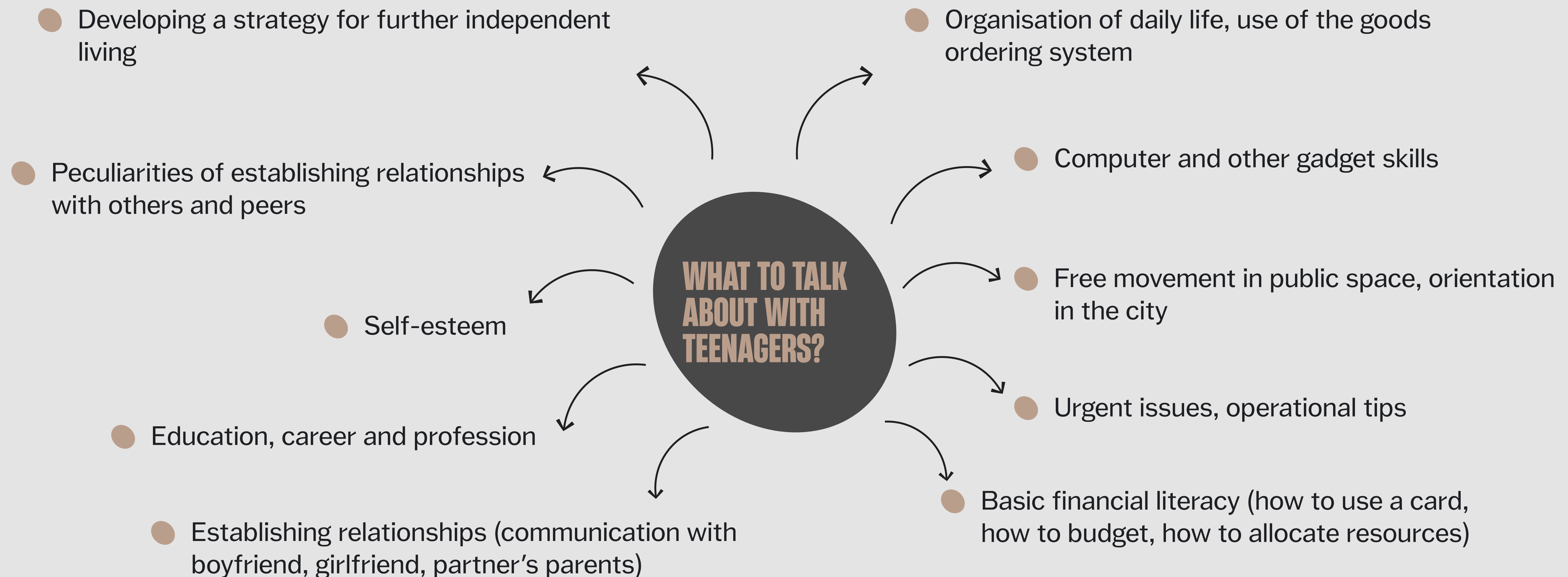
The only recorded case when a respondent deliberately avoided a particular topic concerned family issues.



This demonstrates the high level of openness of communication between mentors and mentees, which allowed them **to freely discuss any important topics.**

WHAT TO TALK ABOUT WITH TEENAGERS?

Answered by adults: current mentors ↓



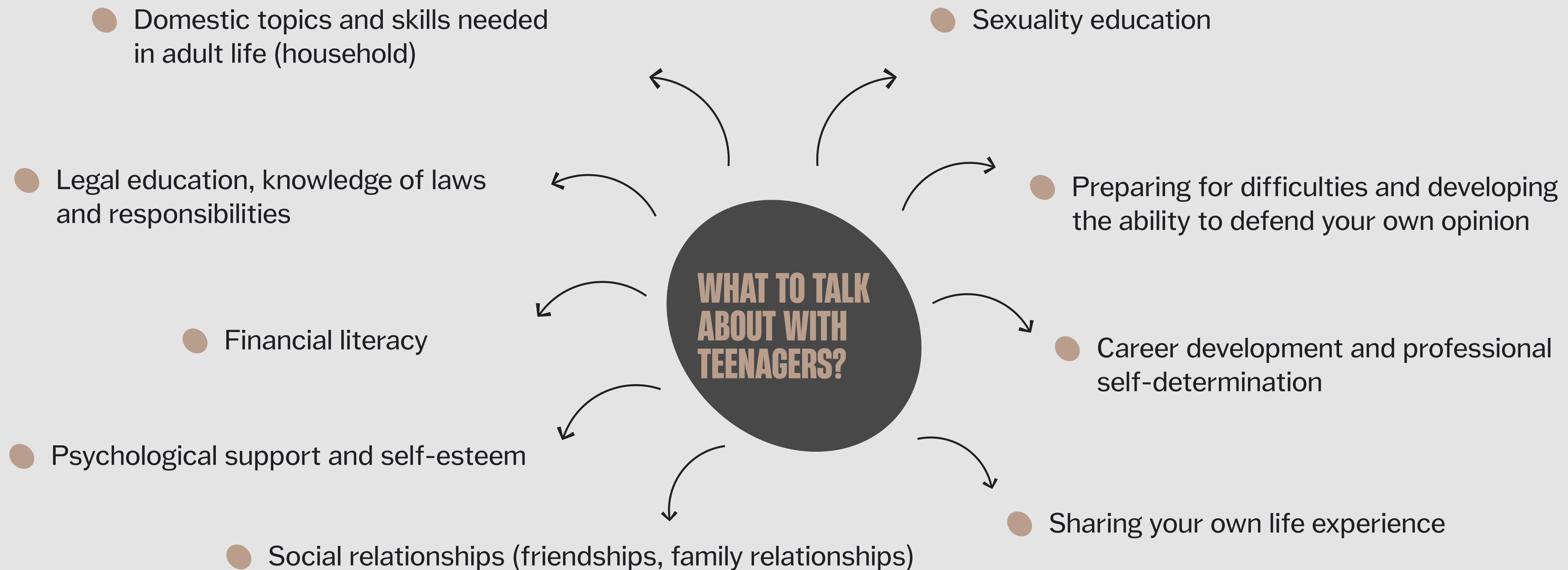
WHAT TO TALK ABOUT WITH TEENAGERS?

Adults: institutional staff, guardians,
foster parents ↓



WHAT TO TALK ABOUT WITH TEENAGERS?

Adults responding: active citizens aged 18-60 ↓



WHAT TO TALK ABOUT WITH TEENAGERS

Conclusions: briefly.



Adolescents focus on topics directly related to their **socialisation and life skills**, while adults prefer issues of personal development, social responsibility and preparation for the future.

Active citizens also emphasise **legal education and awareness of responsibility**, as well as sexuality education as important aspects of work with adolescents.

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POSITIVE MENTORING EXPERIENCE: HOW IT CHANGES THE LIVES OF CHILDREN AND ADOLESCENTS

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The majority of institutional care graduates who have participated in the mentoring programme say they are ready to repeat this experience.

MAIN REASONS:



The programme brought real results and met their expectations



Having a strong emotional connection with the mentor, which contributed to successful interaction.



A positive experience that changed the perception of the world and influenced personal development

BEST MEMORIES RELATED TO MENTORS



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Joint walks:

«When I was in the boarding school, my mentor took me for walks to the park»; «Walking around Kontraktova Square, those conversations»

”

Celebrating important events:

«It was my first birthday that I managed to celebrate — 18 years old»

”

Visiting places and entertainment:

«I tried sushi for the first time», «We went to McDonald's», «Shopping together»

”

Joint recreation:

«We would have picnics, take food, different fruits, or the mentor would bake something herself, bread, and we would sit at the picnic and talk»

”

Waiting for meetings:

«I enjoyed meeting him, especially when I found out the date of our next meeting»

”

Comfortable communication:

«It was generally very easy to communicate with him»; «There was communication, and that's all that was needed»

WORST MEMORIES RELATED TO MENTORS 🙄

The overwhelming majority of respondents say that they have **NO** negative memories of working with mentors.

THE KEY NARRATIVE:

The mentoring left only positive impressions.

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The few mentions of negative experiences are mostly related to information from acquaintances rather than personal experience.

An example of a negative case:

«There was a case when a friend's mentor did not respond for some time, it was important for her to communicate and find out the mentor's opinion, but she did not respond to her all the time. And it closed the loop again»

STORIES OF POSITIVE CHANGE

IT WAS:

- A 20-year-old girl, emotional and active, but vulnerable to criticism and compliments. She dreamed of an active life and was fond of photography.
- She had no clear idea of professional development.
- She felt the need for support, but did not know where to find it.
- She did not work in her field of study, although she graduated from college.

MEETING WITH A MENTOR:

- This meeting was the beginning of a new stage: long conversations, sharing life stories and looking for real opportunities for change.

IT HAS BECOME:

- Thanks to the support of her mentor, the girl gained inspiration and confidence.
- She managed to find motivation to develop and started moving towards my goal.
- She got a job at a hospital and found a place in professional life.
- She offered her mentor a joint photo shoot as a symbol of support and new opportunities.

STORIES OF POSITIVE CHANGE

IT WAS:

- A 21-year-old girl, she seemed silent and shy.
- Her speech impediment made it difficult for her to communicate with others, which caused others to doubt her future.
- It seemed that the outward silence hid closeness and uncertainty.
- The people around who didn't see the potential, but we knew that we just needed the right person to hear her true voice.

MEETING WITH A MENTOR:

- Initially, short answers gradually turned into dialogues, which later became confidential conversations.
- With each meeting, Vika opened up more and more, revealing her deep inner world.

IT HAS BECOME:

- It turned out that behind the outward silence there was a rich world of thoughts, dreams and stories.
- The girl found her voice and began to communicate with others with confidence.
- Mentoring helped her to believe in herself and feel supported.

STORIES OF POSITIVE CHANGE

IT WAS:

- A 17-year-old boy, raised by an active grandmother who registered him for the project but noted that the meetings would be online only.
- He wanted to have a real friend, but he categorically refused to appear on video.
- The first meeting took place with the camera off — only voice, no visual contact.
- The boy felt insecure and did not dare to open up even to his mentor.

MEETING WITH A MENTOR:

- The boy was mentored by Oleksandr, a teacher, designer, cheerful and friendly guy who wanted to be useful and charged with his humour.
- He understood that it was important for mentee to feel trusted, so he respectfully accepted his reluctance to appear on video.
- Through casual conversations and gradual contact, trust began to grow.

IT HAS BECOME:

- The boy dared to turn on the camera — it was the first big step towards openness.
- The meetings have become regular, full of exchange of ideas and energy.
- The boy found Oleksandr not only as a mentor, but also a friend he had been looking for for a long time.

POSITIVE MENTORING EXPERIENCE 😊

Conclusions: briefly.



Respondents noted the importance of mentoring as a means of professional guidance, emotional support and socialisation.

The majority of them positively evaluate their mentoring experience, emphasising its **impact on self-esteem, self-confidence and adaptation to adulthood.**

Mentors help their mentees navigate their career choices, develop life skills, build financial literacy skills and cope with psychological difficulties.

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MENTORING PROGRAMME: IMPROVEMENT, CHANGE

MENTORING PROGRAMME

IMPROVEMENTS, CHANGES

Despite their overall satisfaction, respondents made several suggestions for improving the programme:



Better preparation of mentees for communication with mentors — explaining the importance of interaction, openness and tolerance.



The ability to choose a mentor of a different gender is a request for a wider choice and the opportunity to gain different life experiences.



Improving the communication skills of mentors to prepare them for effective interaction with adolescents.

MENTORING PROGRAMME

IMPROVEMENTS, CHANGES

Answered by: graduates of boarding schools who had mentors. ↓



Child-oriented approach

The focus is on children and teenagers and their satisfaction with the interaction.

Support and hobbies for the interests of the wards.



Improving career guidance

A demand for expanding the practical component of mentoring, including opportunities to get to know the professional world.



Preparing for the first meeting with a mentor

Reducing tension and stress before meeting with mentors.



Simplifying the criteria for selecting mentors

Respondents emphasise that more important than financial resources are the life experience, attention and support that a mentor can give to a mentee.

MENTORING PROGRAMME

IMPROVEMENTS, CHANGES

Answered by: current mentors. ↓



Resource assistance

Additional resources to facilitate interaction and get useful content.



Travel benefits

Arranging arrangements with services and agencies to ensure free access to the child.



Support from experienced

In the early stages of mentoring, provide support/advice from people who already have experience in this area.



Legal assistance

Provision of legal assistance in case of offences against children by mentors.

MENTORING PROGRAMME

IMPROVEMENTS, CHANGES

Answered by: current mentors. ↓



Unification of rules

To unify the rules on the basis of which a mentor can leave an institutional institution with a child.



Optimise your medical examination

Improve the medical examination system for future mentors, optimise time and resources.



Courses for mentors

Improve the content of courses for mentors and make them more practically oriented, using real cases.



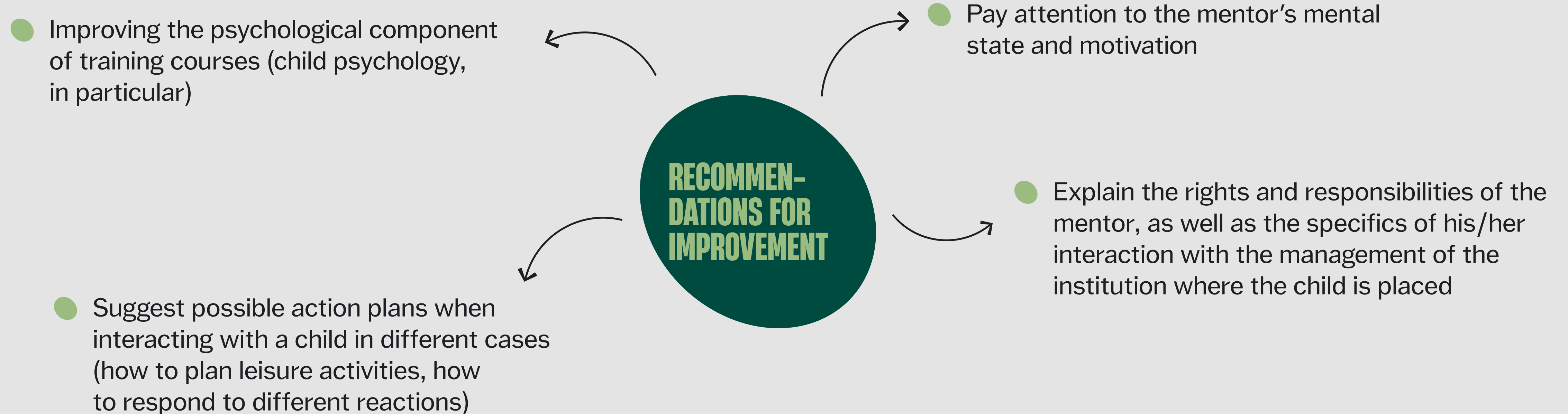
Selection system

Improve the mentor selection system, for example, introduce testing or introductory interviews.

It is also emphasised that it is extremely important for mentors to feel positive feedback from the child in order to continue their work.

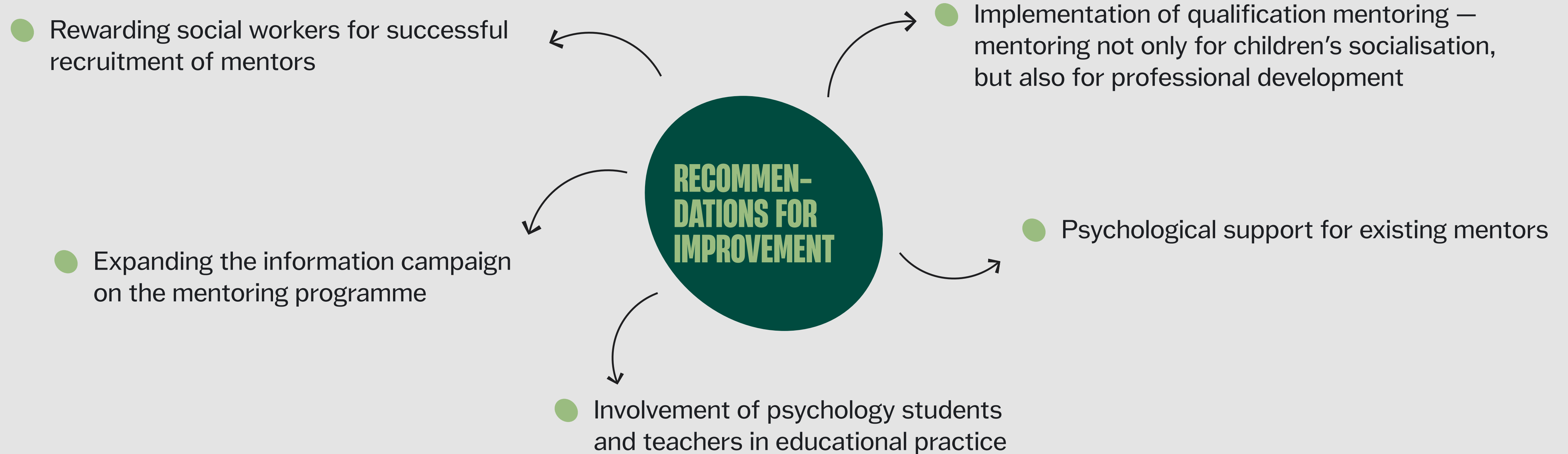
RECOMMENDATIONS FOR TRAINING MENTORS

Current mentors ↓



RECOMMENDATIONS FOR TRAINING MENTORS

Employees of institutions, foster parents, guardians ↓



11 CONCLUSIONS

MENTORING IS A TOOL FOR SOCIALISATION

Mentoring is a key element of social support for children and adolescents with lived experience. It helps them to adapt to independent living, promotes their social integration and increases their level of life competence.

The study shows that young people strive to succeed through education, career growth and personal development, but often face financial difficulties, lack of social contacts and uncertainty about the future. The war in Ukraine has only exacerbated these problems, increasing social anxiety, instability and making it more difficult to plan their lives.

OVERCOMING BARRIERS

Despite the high effectiveness of mentoring, its development is hampered by a number of barriers. These include a lack of public awareness, a shortage of qualified mentors, low levels of government support and bureaucratic obstacles.

Mentors also face difficulties in establishing trusting relationships, limited resources and unstable contacts with mentees.

To overcome these challenges, it is necessary to promote mentoring, simplify the mechanisms for its implementation, involve a wider range of NGOs and provide ongoing methodological support to mentors. It is also important to improve mentor training programmes, which should include the basics of child psychology, effective communication and crisis counselling skills. This will allow mentors to better understand the needs of their mentees and provide them with better support.

INTERACTION WITH MENTORS

A significant number of mentees seek to receive mentoring support in the form of individual, long-term communication, including face-to-face meetings and remote communication. It is important to ensure that young people have the opportunity to choose a mentor based on their personal compatibility and needs. It is also necessary to create conditions for safe and comfortable meetings, especially for mentees in closed institutional settings.

Employees of such institutions positively evaluate mentoring, but often face organisational constraints that can affect the quality of interaction between mentors and mentees. Therefore, it is important to improve the mechanisms of cooperation between social institutions and mentors by creating appropriate regulatory conditions and support at the state level.

THE FUTURE

The mentoring programme needs further improvement, including expanding career guidance opportunities, introducing supervision for mentors, and improving preparatory training and information campaigns. An important area is the involvement of the corporate sector and public initiatives in the development of mentoring programmes, which will contribute to their sustainability and effectiveness. Business involvement can include financial support for mentoring programmes, organising internships for mentees, and developing mentoring in the professional sphere, which will allow young people to better integrate into the labour market.

Mentoring not only benefits mentees, but also has a positive impact on mentors, strengthening their social status, increasing the level of emotional satisfaction from participating in the lives of young people and promoting a culture of social responsibility. The development of mentoring as a social practice can be an important step in building a more inclusive and socially responsible society.

About

UNICEF UKRAINE

The United Nations Children's Fund (UNICEF) was established on December 11, 1946. UNICEF is the United Nations agency that provides humanitarian assistance and development support to children around the world. It works in more than 190 countries and territories to protect and support children from birth to adulthood.

The United Nations Children's Fund (UNICEF) office in Ukraine was opened in Kyiv in 1997 after the state signed the Basic Agreement on Cooperation between the Government of Ukraine and UNICEF. UNICEF is headquartered in New York.

Since February 24, 2022, UNICEF in Ukraine has been working hard to engage partners to provide humanitarian assistance and various services to children who have been displaced from their homes and/or suffer from adverse living conditions. UNICEF's cooperation with government agencies and civil society organizations in the areas of child protection, education and health, etc. is aimed at ensuring that children and youth, especially the most vulnerable, experience the harmful effects of war as little as possible.



About

DOBRODIY CLUB

Dobrodiyiv Club is a charitable foundation that creates meaningful life changes for Ukrainian teenagers.

Since the beginning of the full-scale war, the Dobrodiyiv Club has supported more than **250,000 children and teenagers** across Ukraine. Currently, the foundation is working to create tools for the formation of emotionally resilient and successful individuals who will be able to move into the future with an understanding of themselves and the world around them.

The Foundation works in the following areas:

- support for mental health;
- career guidance;
- support for teenagers deprived of parental care;
- prevention of gender-based violence.

In December 2023, the foundation opened the **Place of Power**, a transformative space to support, restore, and develop the resilience of adolescents during the war.

