

Refugee Mentorship Program (RMP)

Program Concept

1. Introduction

ILO & UNHCR (2019) reported that nearly half of the 14,000+ refugees registered with UNHCR in Indonesia are between the age of 17 and 30. Despite the fact that many refugees living in limbo for years in Indonesia, there are limited educational opportunities available for youth refugees of that age bracket. Most educational program provided by international organizations (IOM and UNHCR), local organizations, and refugee-led organizations centered around primary and, to some extent, secondary education. Several youth refugees are taking GED courses as an alternative to higher education, but with a very small number of exception, they cannot attend university. Furthermore, there is very limited alternative or program that provide internship or mentorship to youth refugees, with most are available in Greater Jakarta. Considering this background and the findings of a placemaking research with youth refugees in Makassar in 2019, RDI UREF decided to explore the possibility of providing youth refugees in Indonesia with an informal learning opportunity through a Refugee Mentorship Program (RMP).

2. Aims and Objectives

The RMP presents an opportunity for youth refugees in Indonesia to learn, explore, and engage with their peers and mentors through informal learning activities designed to develop their professional and personal capacities. The program aims to build a sense of resiliency in youth refugees by equipping them with useful skills to adapt to different environments and life settings.

There are three specific objectives:

1. To develop personal resilience skills in youth refugees through a series of self-development activities
2. To improve interpersonal skills of youth refugees through exposure to the culture and language of Indonesia where they currently live.
3. To develop the ability of youth refugees to learn independently by introducing a structured learning process through basic research literacy.

3. Program Activity

The program offers participation in various activities and networking, including one-on-one mentoring that is expected to provide participants with guidance, advice, and feedback throughout the program and to encourage them to find their values, explore passions, and become more self-aware. There are 3 main building blocks to this program: 1) personal resilience building, 2) language and cultural session, and 3) research literacy and project. In addition, there are 2 complementary activities to complete at the start and the end of the program.

Personal resilience building

The personal resilience building includes three modules: Building Resilience, Self-Management, and Self-Improvement. Within all these modules, participants will learn and discuss about self-awareness, self-discipline, critical thinking and decision making, self-coaching (self-motivating), personal branding and self-promoting, resilient mindset and aspects. Within the program period, participants will also learn to do regular reflection exercise as well as to decide and try to implement a number of positive habits under the guidance of the mentors and facilitators.

Language and cultural session

The language and cultural sessions are unmoderated discussion sessions aiming to provide opportunities for the participants to interact with Indonesian youth in informal settings. Topics can vary depending on the interest of and as agreed between the session participants. The sessions are not limited to program participants only, but also open to interested individuals, including non-participant refugees, RDI/UREF interns, other Indonesian youth who are interested to interact with refugees. Participation to these sessions will require registration and consent to RDI UREF terms and conditions.

Research literacy and project

The research literacy and project consists of a module on research introduction, literature reading and discussion, and a mini project that participants will develop and implement throughout the program period. The literacy module includes basic research introduction, research methods, data collection and analysis, and presentation techniques. Participants will also join a number of literature reading and discussion sessions to learn about their topic of interest in a more in-depth level while building their skills on academic reading and peer communication. As a hands-on exercise, the mini project will allow the participants to learn how to design and implement a simple research project on the topic of their interest from ideation to evaluation stage. Participants will present their mini project result to RDI UREF at the end of the program.

Complementary activities

Prior to starting the sessions, participants are required to join the Induction week. This activity serves as an orientation for participants to allow them to be familiar with RDI and RDI UREF policies and procedure, the program curriculum, the people involved in the program (administrators, mentors, facilitators), and the detailed program schedule. Participants will learn more about the program expectation of their commitment and set their own expectation for the program. All administrative matter regarding participants joining the program should be completed in this week, including submission of a signed participation agreement to formally join the program.

At the end of the sessions, participants are required to join the Wrap-up week. This activity includes a final reflection session with the mentors or facilitators, and completion of a program evaluation sheet.

4. Output, Outcome, and Impact

Output and outcome

Objectives	Activities	Output	Outcome
<u>Objective 1</u> To develop personal resilience skills in youth refugees through a series of self-development activities	1. Personal resilience building modules: building resilience, self-management, self-improvement 2. Reflection exercise 3. Positive habits exercise	<ul style="list-style-type: none">• Personal plan/ manifesto• Exercise notes/ materials/ sessions with mentors	<ul style="list-style-type: none">• Improved ability to clearly identify what and how (define, plan) they want to achieve for personal resilience• Observed ability to perform self-management and improvement throughout the RMP
<u>Objective 2</u> To improve interpersonal skills of youth refugees through exposure to culture and language of Indonesia where they currently live	Language and cultural sessions	<ul style="list-style-type: none">• 4 discussion sessions• A short writing/ audio/ video notes to reflect on the experience of interaction/ discussion sessions	<ul style="list-style-type: none">• Improved confidence and informal communication skills• Improved ability to express opinion about culture and diversity
<u>Objective 3</u> To develop the ability of youth refugees to learn independently by introducing a structured learning process through	1. Literacy modules: basic research introduction, research methods, data collection and	<ul style="list-style-type: none">• Research design• Research implementation• Presentation of research result	Improved skills to develop simple research with participants understanding the general principles of research design, why and how research is undertaken,

basic research literacy	analysis, presentation techniques 2. Literature reading and discussion 3. Mini research project		becoming familiar with different research methods.
-------------------------	---	--	--

Expected impact

Regular interactions with a mentor help participants receive constructive feedback and solve issues. It builds the skill set of the participants and fosters trust and stronger relationships during the program period. The relationship is expected to strengthen the social ties of youth refugees with their surroundings that are often missing due to the lack of interaction with local community, while at the same time encouraging a growth mindset in each participating refugees. This will ultimately provide positive impacts to the morale and well-being of the youth refugees. The experience is hoped to give a major positive influence on their current state in transit as well as later in life.

5. Target

The RMP targets youth refugees in Indonesia who do not have opportunities to continue their learning through formal education. The first phase of RMP implementation will accept a maximum of 4 refugee youth with proportionate gender and country of origin. Application is open to those located in any provinces in Indonesia as all programs will be conducted online due to the pandemic situation. Participants will need to meet the basic requirements to join the program and will go through an interview process to assess motivation and commitment.

Basic requirements:

- Age 18 to 24
- English capability (written and spoken, especially in academic context);
- Have experience in cross-cultural extracurricular activities
- Have personal computer or smartphone
- Be committed to the allocated time of the program
- Be familiar with Microsoft Office and web search engines
- Females and people with disabilities are highly recommended to apply.

All activities will be supported by a number of mentors and facilitators, whose responsibility is to support the participants' learning journey throughout the program. Mentors will provide individualized support to each participant, focusing on their specific needs and characters, while facilitators are expected to be mindful of such individual

needs. Each mentee will have one mentor during the mentorship program. Mentors and facilitators in the first phase of RMP implementation are selected by RDI UREF based on their suitability to the program needs on specific criteria, such as their level of expertise or experience in specific fields.

6. Learning Format and Timeline

- All sessions are to be conducted in English and Bahasa Indonesia, depending on the language that participants are most comfortable with. This is considering some refugees can speak English better and some others can speak Indonesian better.
- All sessions are to be conducted through Zoom Meetings. When possible and necessary, mentors and facilitators can organize meet-ups with participants, provided the meetings follow health safety procedure during the pandemic.
- The program will run for 14 weeks, with 12 dedicated weeks for main program and 2 weeks for Induction and Wrap-up weeks.

See Indicative timeline in Annex

7. Monitoring and Evaluation

To continuously improve our understanding of the strength and gaps in the RMP, RDI UREF will also commence the following activities:

1. **Pre-program introduction and induction meetings with mentors and facilitators.** The meetings aim to provide an overall overview of the RMP, explain our expectation to mentors and facilitators regarding program process and outcomes, and agree on specific plan/module and action plans to enable good quality implementation of the program. Meeting output will be captured in recording/notes.
2. **Participant monitoring form, to be completed by mentors on a regular basis.** The output will provide insights on participant individual development to RDI UREF based on mentor observation and their discussion with participants. Depending on facilitator involvement in monitoring participants' progress, facilitators may also be required to complete similar form.
3. **Debriefing meetings with mentors and facilitators.** Mentors and instructors are expected to reflect on the process of RMP implementation in debrief meetings with RDI UREF program administrator and provide input for improvement. Discussion can revolve around what mentors (and possible facilitators) noted on the participant monitoring form. Meeting output will be captured in recording/notes.
4. **RMP evaluation forms.** Mentors and facilitators are to complete the form at end of the program, while participants are to complete the form at the start and end of the program.

8. Plan for Program Communication

To attract a diverse participants and enable an inclusive program, applications call are to be open through public channels, including our online social media channels. RDI UREF will also share and communicate about the program to our partners and network, including refugee-led organizations and refugee learning centers. When possible, we will announce the information to refugee community accommodations that are present in several Indonesian cities.

Annex: Role Description

Role	Description	Responsibility
Participant	Youth refugee who is participating in the program for their own personal and professional development purpose.	<ol style="list-style-type: none"> 1. Commit and be motivated to enhance his/her knowledge and skills through all activities delivered by the program; 2. Deliver all assigned tasks throughout the sessions; 3. Maintain good communication and engagement with the mentor and other participants.
Mentor	Someone who is making a one-on-one connection with program participant in order to give guidance and advice on personal and professional development, and encourage the participant for better contribution, participation and engagement to the program.	<ol style="list-style-type: none"> 1. Commit to the program for at least one period (14 weeks), with weekly commitments to engage with participants (minimum 2x/week for bi-weekly check-in and dedicated discussion session); 2. Attend the RMP courses or activities to observe, monitor, and support participants when necessary; 3. Mentors establish an open connection with participants to transfer their knowledge and deliver their best counsel on other personal and professional topics beside the courses.
Facilitator	Someone who is invited by RDI UREF to fill in one or more sessions that is related to their skills, expertise or experience.	<ol style="list-style-type: none"> 1. Conducts transfer of knowledge (i.e., presentation and discussion on selected topics) as agreed with RDI UREF Program Administrator. Session duration ranges from 1-2 hours per session, which includes a presentation, Q&A, and discussions session 2. Be willing to further correspond with participants post-session or program, in the context of the previous activities involved.
Program Administrator	This is an internal position within RDI UREF. The person will administer and monitor the overall program implementation, be the key contact point for mentors and facilitators (as well as participants for administrative matters), and identify the gaps and strength of program based on the monitoring and evaluation activities.	<ol style="list-style-type: none"> 1. Design the RMP curriculum in liaison with the RDI UREF program leads 2. Source knowledge/materials from RDI 3. Seek, identify, and inform mentors and mentees of knowledge/skill building activities within RDI (outreach unit, academic program, or observation in RDI project meetings) or outside of RDI (external webinars, free courses, etc.) 4. Be responsible in the development and execution of RMP courses; 5. Coordinate and schedule the courses timeline 6. Design a survey to assess the development of the mentee during the involvement and indicators to measure the success of the program

Indicative timeline

[illegible]

No	Activities	Unit	Weeks													
			1	2	3	4	5	6	7	8	9	10	11	12	13	14
2	Mini project															
	a. Reflection on personal and local perspective															
	b. Reflection on national and global perspective															
	c. Project designing															
	d. Project execution															
	e. Project presentation															
	Wrap-up Week															

Note: 1 unit equals to 45 minutes/session