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Mentor Program Methodology

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Glossary and Abbreviations	
DIH	Digital Innovation Hub
KPI	Key Performance Indicator

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Executive Summary

The STAR Girls mentoring programme is a European initiative designed to strengthen the participation, confidence and progression of girls and young women in technical vocational education and training (VET), with a specific focus on clean and renewable energy sectors. Despite growing labour-market demand, these sectors remain heavily gender-segregated. STAR Girls addresses this gap by combining evidence-based mentoring, systemic awareness and strong sector connections within a coherent and adaptable methodology.

At the heart of STAR Girls lies a relational mentoring approach. Mentoring is understood as a co-created process grounded in trust, presence and attention to the mentee's lived experience. Guided by Jean Rhodes' relational and contextual mentoring theory, the programme focuses on building strong, attuned relationships through which mentees develop self-efficacy, identity clarity, networks and persistence. Rather than following a fixed curriculum, mentoring sessions are shaped by what matters most to the mentee in her educational and personal context.

The methodology provides a shared European framework while allowing national and cultural adaptation. It clearly defines roles and responsibilities, embeds safeguarding and GDPR-compliant data protection, and integrates mentor training, quality standards and ongoing support. Monitoring, learning and evaluation are not treated as external controls, but as reflective practices woven into the mentoring rhythm, supporting continuous improvement and policy learning.

STAR Girls is designed for sustainability. Beyond individual mentoring relationships, the programme supports VET institutions in building inclusive cultures, strengthening connections with clean-energy sectors and adopting the methodology for long-term use. By doing so, STAR Girls contributes to a more inclusive and equitable green transition, ensuring that girls and young women can explore, enter and thrive in the technical professions shaping Europe's future.

1. Introduction

1.1. Why women's stories matter in clean energy

Europe's clean and renewable energy sector is rapidly transforming the labour market; reshaping skills needs and opening new opportunities within vocational education and training (VET). Yet, despite this growing demand, women remain significantly underrepresented in technical, operational and decision-making roles across the sector. This gap is not rooted in a lack of talent, interest or motivation among girls and young women, but in enduring structural and systemic barriers, embedded in education systems, career guidance practices, workplace cultures and persistent gender norms.

The STAR Girls project was created to respond to these challenges. Driven by a shared European ambition, the project aims to strengthen the participation, retention and progression of young women in technical VET pathways and in the clean-energy fields that will shape Europe's green transition. Through research, policy experimentation, mentoring and visibility actions, STAR Girls works to widen girls' access to these emerging professions and to support them in navigating their educational and career trajectories.

The consortium has explored the factors that delay, or enable, girls' choices related to clean and renewable energy across five partner countries. These insights make clear that the environment surrounding girls matters just as much as individual interest: curricula, teachers and trainers, career guidance, mentoring, work-based learning (WBL), school culture and stereotypes all shape how young women imagine their place in the sector.

This handbook, the STAR Girls mentoring methodology, builds on those findings and translates them into a gender sensitive, relational and system aware approach to mentoring. Grounded in evidence-based practice, in Jean Rhodes[1]' relational and contextual theory and in extensive co-design with partners, educators, mentors and young women themselves, the methodology places human stories at the centre. Stories are used here not as anecdotes, but as analytical tools: they show us how systems operate in practice and reveal where change is needed.

By putting attention to women's voices and lived experiences, this publication aims to inspire reflection and action among VET teachers, trainers, career guidance professionals, mentors and the girls who will shape the future of clean energy. Their

[1] Jean Rhodes is a leading expert in youth mentoring and the Frank L. Boyden Professor of Psychology at the University of Massachusetts Boston. As Director of the Center for Evidence-Based Mentoring, she has produced hundreds of influential studies that form the scientific foundation for modern, effective mentoring practices including those underpinning this methodology.

combined experiences show not only the barriers that persist, but the pathways that can open when supportive relationships, inclusive learning environments and visible role models are made available. Ultimately, the STAR Girls mentoring approach is designed to empower young women, at EQF levels 3–4, to explore, enter and thrive in technical and clean-energy sectors. It is a call to action: to rethink how we guide, support and inspire the next generation and to ensure that Europe's green transition is both inclusive and equitable.

1.2. A co -design approach

The STAR Girls methodology did not emerge from theory alone. It was shaped through a co design process involving:

- VET teachers
- mentors and role models
- clean energy companies
- gender experts
- and most importantly, young women themselves

Workshops, interviews and feedback rounds revealed what young women need most: recognition, safety, relatable examples and someone who believes in them without expecting perfection. These insights are woven throughout the methodology.

Core values: what guides STAR Girls

- **Empowerment**
- STAR Girls supports young women in discovering their own agency, not by pushing them, but by helping them recognise their strengths and make choices that feel authentic.
- **Role modelling**
- Realistic stories, including doubts, detours and setbacks help mentees understand that careers are rarely linear and that success has many shapes.
- **Challenging stereotypes**
- Mentoring creates space to question assumptions about who belongs in technical fields and why.
- **Equity and accessibility**
- By acknowledging intersectional realities, STAR Girls ensures that mentoring is not 'one size fits all', but responsive to diverse life experiences.
- **Authenticity**
- Mentors show up as real people, not polished experts. This honesty builds trust and makes growth possible.

The STAR Girls mentoring methodology is grounded in a simple but powerful belief: meaningful change for young women, especially in the technical and renewable energy sectors, begins with human connection. Mentoring is not a corrective measure, a quick fix, or a one-directional transfer of knowledge. It is a relational process in which a young woman is supported to explore who she is, how she engages with her environment and how she can navigate systems that were not originally designed with her in mind.

At its core, STAR Girls mentoring is a co-created journey. Mentor and mentee move together through conversations, reflection and small, achievable steps. This approach is inspired by Jean Rhodes' relational and contextual theory, which emphasises that development happens in relationship, in context and through cycles of action and reflection. Mentoring, therefore, is not something done to a young woman, it is something that is built together with her.

1.3. Why mentorship matters

The renewable energy sector offers enormous opportunities, yet many young women struggle to envision themselves in these fields. Mentorship helps bridge this gap by providing guidance, representation, and access to networks that expand the possibilities for these young girls.

Key benefits include:

- Representation that transforms aspirations. Many girls do not consider renewable energy careers simply because they do not see people like them in these roles. Meeting a mentor who shares their background or interests can make these pathways feel more attractive, attainable and real.
- Confidence through encouragement. Entering an unfamiliar field can be intimidating. Mentors help mentees push past self-doubt by offering reassurance, guidance and most of all, practical advice.
- Access to networks and opportunities. The renewable energy sector often operates through professional networks. Mentors open doors, introducing mentees to contacts, communities and opportunities that would otherwise be out of reach for these girls.
- Turning ideas into action. Whether building a prototype or refining a project idea, mentors help mentees move from concept to practical application, strengthening problem solving and innovation skills.

Mentorship does not only benefit mentees, mentors grow too. They gain leadership and coaching skills, fresh insights from younger perspectives, expanded networks and deep personal fulfilment through supporting young and upcoming female talent. This reciprocity makes mentorship a powerful tool for sector-wide transformation.

As the STAR Girls program progresses, mentors will learn how to build meaningful relationships, structure their mentoring sessions and apply mentoring best practices for long-term impact.

Chapter 2

Core principles

2.1. Core principles

The STAR Girls methodology is built on three interconnected principles that shape every mentoring interaction:

1. Relationship first

A mentoring relationship can only thrive and work when it is grounded in trust, emotional safety, and genuine interest. The mentor's first responsibility is not to advise or direct, but to be really present, to listen deeply, notice what is needed and create an atmosphere in which the mentee feels seen, heard and valued. This reflects Jean Rhodes' concept of relational awareness: the ongoing practice of adjusting to the emotional and contextual signals of another person.

2. The mentee's lived experience as the compass

STAR Girls mentoring is not driven by a fixed curriculum. Instead, it follows the reality of the mentee, her questions, doubts, ambitions and day-to-day experiences. Mentors learn to work with what emerges organically, rather than what they expect or assume should emerge. The mentee's lived experience sets both the pace and the direction.

3. System insight and intersectionality

Young women move through systems shaped by gender norms, expectations, stereotypes and unequal power structures. STAR Girls helps mentees recognise these systemic influences, not to internalise them, but to understand that many of their challenges are structural rather than personal. An explicit intersectional lens ensures that mentoring acknowledges the diversity of women's experiences. A girl supporting her family, a migrant student navigating a new culture, or a young woman who has never seen a female engineer will each encounter unique barriers. STAR Girls makes these differences visible, discussable and addressable.

2.2. Theory of change

STAR Girls theory of change

The STAR Girls programme is built on a simple idea:
When mentors build strong, attuned relationships and sessions follow a cycle of action and reflection rooted in the mentee's real context, meaningful change becomes possible.

Through this approach, mentees gradually develop:
self-efficacy: confidence in their ability to take steps and shape their own path.
networks and connections: access to people, opportunities and role models in the clean energy sector.

identity clarity: a stronger sense of who they are, what matters to them and how they see themselves in clean and renewable energy roles.
persistence: the motivation and resilience needed to continue exploring and pursuing clean energy pathways.
Over time, these elements reinforce one another, supporting girls to imagine and pursue futures in sectors where their talents are urgently needed.

Core method
1. Relational approach
Mentoring in STAR Girls is built on a relational stance:
Mentors pay close attention to both verbal and non-verbal signals, adjust their style and meet the mentee exactly where she is. This means listening deeply, being flexible and creating an atmosphere where the mentee feels seen, supported and encouraged to explore her path in the renewable energy sector.

2. Session flow
Each mentoring session follows a simple, supportive rhythm that helps create continuity and momentum:

Check-in: How is the mentee arriving today?
Explore: What matters most right now? Identify the focus.
Plan a small step: Choose one concrete and achievable action.
Do / prepare: Practice or work on something together.
Reflect: Capture learning, feelings and next steps.

This sequence keeps the mentoring purposeful, empowering and aligned with the mentee's goals.

3. Session rhythm (cycle)
Mentoring works best when it is predictable and sustainable. In STAR Girls:

- meet bi-weekly or monthly
- sessions last 60–90 minutes
- the mentoring relationship continues for at least 6–9 months
- this structure supports trust-building, skill development, and gradual, meaningful change for the mentee.

4. Mentoring formats
To meet diverse needs and contexts, mentoring can take different forms:

- 1:1 mentoring: focused, personalised support
- Group or peer circles: shared learning and community
- E-mentoring. flexible, accessible support online
- Network mentoring, involving multiple role models and professionals
- These methods allow mentors to open doors, broaden perspectives and help girls navigate the clean energy ecosystem.

2.3. Practical structure

The STAR Girls mentoring programme is designed as a structured yet flexible journey that supports young women in VET as they explore their place in technical and clean energy fields. While the methodology provides a shared European foundation, the programme is intentionally adaptable so that each country, school and mentor can shape it to their own context. What remains constant is the relational core: mentoring unfolds through meaningful conversations, shared reflections and small steps that help mentees move forward with confidence.

Recruitment of mentors and mentees

The recruitment process begins with identifying mentors who embody the STAR Girls values: authenticity, empathy, curiosity and a willingness to share their real experiences. Mentors are not selected for their perfect careers, but for their ability to connect, reflect and support. Many come from technical or clean energy roles, but what matters most is their relational capacity.

Mentees join the programme voluntarily. They are VET students (EQF 3–4) who are curious about their future, navigating uncertainty, or simply looking for someone who understands what it means to be a young woman in a male dominated field. Recruitment is done through VET teachers, coordinators and classroom visits, ensuring that all girls, not only the confident ones, feel welcome to participate.

The Matching Process

Matching is a delicate and intentional process. Rather than pairing people based solely on sector or availability, STAR Girls uses the principle of contextual fit. This means looking at:

- the mentee's learning needs and questions
- communication styles
- personal interests and ambitions
- cultural and social context
- the mentor's lived experience and relational strengths

Matching is coordinated by national VET teams who know their students well and can sense which mentor might resonate with which mentee. The goal is not to create a perfect match, but a relationship with enough common ground , and enough difference, to foster growth.

Programme structure

The STAR Girls mentoring programme is designed as a structured yet flexible journey that unfolds over time. Rather than following a fixed curriculum, the programme offers a supportive rhythm in which trust can grow, exploration can take place, and mentees can take meaningful steps toward their future in technical and clean-energy fields. The structure provides guidance without rigidity, ensuring that mentoring remains relational, responsive and grounded in the lived experiences of young women.

The structure is intentionally light. Mentoring is not a curriculum to be completed, but a relationship to be nurtured. Still, the programme offers a rhythm: an initial phase of connection, a middle phase of exploration, and a final phase focused on action and progression.

Duration and flow

The programme typically spans six to nine months. This timeframe is intentional: it allows enough continuity for a relationship to deepen, while remaining manageable for mentors, mentees and VET institutions. Within this period, mentoring follows three natural phases:

- Connection phase: Mentor and mentee get to know each other, establish trust and explore expectations. This phase focuses on building emotional safety, clarifying boundaries and identifying initial questions or goals.
- Exploration phase: Conversations deepen. Mentees reflect on their identity, strengths, interests and experiences in technical or male-dominated environments. Mentors help them navigate challenges, broaden their perspectives and connect their learning to real-world opportunities.
- Action & progression phase: Mentees begin taking concrete steps, such as exploring internships, refining ambitions, practising communication skills or addressing barriers. Mentors support them in translating insight into action, while maintaining a reflective rhythm.

These phases are not linear. Mentoring moves back and forth depending on what the mentee needs. The structure supports this flexibility.

Frequency of sessions

Mentoring sessions take place once or twice a month, depending on availability and need. Some meetings are planned in advance; others arise organically when mentees encounter new experiences at school, during internships or in their personal lives. This combination of structure and spontaneity ensures that mentoring remains relevant and responsive.

Tools and methods

STAR Girls uses a range of tools that support reflection, identity development and system insight. These tools are not mandatory checklists, but invitations — prompts that help mentor and mentee deepen their conversations.

Examples include:

- reflective journals that help mentees make sense of their experiences
- guiding questions that open up conversations about identity, belonging and ambition
- scenario based exercises that allow mentees to practise handling bias, asking for help or navigating difficult situations
- storytelling prompts that help mentors share their own journeys in honest and relatable ways
- mapping tools that visualise strengths, interests and possible pathways

These tools are grounded in Jean Rhodes' iterative learning cycle: do → reflect → adjust. Each tool supports a moment of reflection that leads to new insight and new action.



Chapter 3

Monitoring, evaluation and learning (MEL)

3.1. MEL

Monitoring, evaluation and learning (MEL)

Our MEL framework tracks growth over time and helps us understand how mentoring contributes to girls' confidence, aspirations and pathways into the clean energy sector. It combines short-term developmental indicators with longer-term behavioural and relational outcomes.

Short-term outcomes (3–6 months)

These reflect immediate developmental shifts supported by mentoring:

- belonging and identity: a stronger sense of "I can belong here" within the clean energy sector and learning environments.
- clarity of next steps: more concrete awareness of study options, career routes and personal goals.
- self-efficacy: increased confidence in tackling challenges and making decisions.

Intermediate outcomes (6–12+ months)

These capture emerging behavioural changes and deeper shifts in opportunity:

- network size and diversity: expansion of supportive relationships, including contact with mentors/industry professionals.
- applications and persistence: evidence of moving towards relevant VET tracks, maintaining motivation or taking preparatory steps.
- demonstrable skills: growth in communication, planning, problem-solving, technical curiosity or other capacities tied to the mentoring sessions.

Methods

We assess progress through a mix of quantitative and qualitative tools tailored to the mentoring context:

- brief pre/post scales: short questionnaires administered before and after the mentoring cycle to measure shifts in confidence, identity and aspirations.
- session logs: mentors record session focus, goals addressed, emerging needs and follow-up actions.
- goal attainment scaling: mentees identify small, achievable goals and track their movement toward them across cycles.
- network maps: visual tools that capture how mentees' professional and personal support systems expand over time.
- qualitative stories of change: structured reflections from mentees and mentors capturing pivotal moments, insights, and meaningful progress that may not show up in quantitative measures.

3.2. Safeguarding, ethics and data protection

The STAR Girls mentoring programme operates with the highest standards of safety, ethics and privacy. Because the programme works with young girls, sometimes minors and collects sensitive educational and personal-development information. All partners, mentors and participating institutions must follow strict safeguarding and data-protection principles.

Data minimisation and purpose limitation
We collect only the information that is strictly necessary to deliver mentoring activities and to evaluate programme effectiveness.
All data must be:
-adequate, relevant and limited to what is needed
-stored securely
-used solely for programme delivery, research and reporting within the agreed scope.

Informed consent
Before any participation:
Informed consent must be obtained from mentees or their legal guardians, in line with national rules on age of consent for minors. Consent forms must be written in accessible language and describe:

- what data is collected
- how it will be used
- how privacy is protected
- the right to withdraw without consequences.

Privacy and safety
All tools, communication channels and digital platforms used in the programme must follow privacy-by-design and safety-by-default principles. This includes:

- default-private settings for all user accounts
- minimal visibility of profiles or shared content
- restricted downloads, screenshots and sharing of personal information
- built-in controls to prevent overuse, digital fatigue or excessive messaging
- clear guidelines on appropriate communication between mentors and mentees.
-

Safeguarding standards
Mentors and staff must:

- maintain appropriate professional boundaries at all times
- avoid one-to-one unsupervised in-person meetings unless approved by schools or guardians
- report any concerns regarding safety, well-being or inappropriate behaviour through the designated safeguarding channels
- follow national child-protection laws, school policies and ethical codes relevant to working with minors.

Ethical conduct

All interactions with mentees must uphold:

- dignity, equality, non-discrimination
- cultural and gender sensitivity
- respect for the mentee's autonomy and decision-making
- transparency about the mentor's role and limits
- mentors should guide, not direct, mentees' choices and must avoid conflicts of interest or personal influence.

Monitoring, risk review and accountability

The programme includes routine risk assessments and safeguarding reviews to ensure all activities remain safe and appropriate.

Partners must:

- maintain secure internal documentation of concerns or incidents
- conduct periodic reviews of data-handling processes
- ensure that any digital tools meet EU and national data-security standards
- update procedures if risks, technologies or regulations change.

Data transfers and compliance

All data handling and transfers must comply with EU GDPR and national legislation.

This includes:

- using encrypted storage and secure communication channels
- limiting access to authorised personnel only
- ensuring compliant data-transfer mechanisms between countries (e.g., EU-based servers, approved safeguards)
- providing clear retention periods and deletion procedures.

3.3. Implementing quality standards

High-quality implementation ensures that mentoring relationships are meaningful and effective. These standards guide mentors, educators and programme partners in delivering mentoring that is safe, structured and impactful for girls exploring pathways in the clean energy sector.

1.Relationship is nr.1

Trust and human connection form the foundation of effective mentoring.

Quality mentoring prioritises:

- psychological safety: creating an atmosphere where mentees feel respected, heard and valued.
- presence over performance: mentors show up consistently, listen first and focus on understanding the mentee's experiences before giving advice.

- warmth and commitment: mentors pay attention to verbal and non-verbal cues, adjusting their approach to meet the mentee where she is.

2. Structure and flexibility
The programme uses a predictable structure to support consistency, while allowing mentees to drive the focus of each meeting.
- shared structure: check-in → exploration → small step → reflection.
- mentee-led agenda: mentees choose what matters most each session.
- adaptive approach: mentors use prompts, tools, or activities as needed, but do not rigidly follow a script.

This balance ensures quality while keeping space for authentic dialogue and personal goals.

3. Network building
Mentoring is not only about one relationship, but also a bridge to broader opportunities.
- expand the mentee's network: introduce girls to additional role models, industry professionals or supportive peers.
- promote multiple mentors: encourage mentees to seek support from teachers, family, workplace contacts and community figures.
- sector exposure: share insights, contexts and pathways within the clean energy ecosystems. A rich network increases confidence, access, and long-term persistence.

4. Equity lens
Quality mentoring actively acknowledges and addresses structural barriers.

- name systems: openly recognise the gender norms, stereotypes and systemic challenges that shape girls' opportunities.
- co-design strategies: work with mentees to identify practical steps to navigate these barriers, whether related to culture, language, expectations, or access.
- affirm identity: honour the mentee's background, strengths and lived experience as assets.
- promote fairness: ensure that the programme is inclusive, respectful and free from bias.

Sector connection
A core element of the mentoring programme is helping mentees understand how their interests and skills connect to the energy transition. To make pathways tangible and motivating, all mentoring content is grounded in real roles, technologies and opportunities across the renewable energy landscape.

Contextualised learning
Mentoring conversations and activities embed examples from the clean energy sector, including:

- wind energy: technician roles, maintenance teams, monitoring systems, offshore/onshore operations.
- solar energy: installation, design, troubleshooting of PV and thermal systems, quality standards, emerging technologies.
- energy storage: batteries, smart systems integration, safety principles and evolving job profiles.
- grid and systems: smart grids, energy management, digital technologies, efficiency solutions.
- energy-efficiency and retrofit work: building upgrades, heat pumps, insulation, technical support services.

Understanding the project cycle
Mentors help mentees see where different professions fit within real projects by exploring:

- planning and design
- installation and commissioning
- operations and maintenance
- monitoring, troubleshooting, continuous improvement.

This strengthens practical awareness and shows that the sector offers a wide range of technical and non-technical roles.

Direct exposure to the sector
Where possible, the programme creates hands-on connections that help girls visualise themselves in these environments:

- site visits to VET workshops, renewable energy facilities, labs, or local companies.
- guest talks and role-model panels from women working in wind, solar, storage or efficiency.
- internships or short work-based experiences, when available, to help girls build confidence and see daily practice up close.

These experiences broaden networks and make the clean-energy field more accessible, relatable, and exciting.

Intended learning outcomes for mentees

The mentoring process aims to support mentees in developing:

- a stronger sense of professional identity
- confidence in navigating male dominated environments
- awareness of gendered and intersectional dynamics
- insight into clean energy and technical career pathways
- communication and self-advocacy skills
- resilience and coping strategies
- clarity about next steps in education, internships or work

Chapter 4

Roles and responsibilities

4.1. STARGirls mentor role

Mentor role & expectations profile

The mentor; be present, listen deeply and guide with care.
Mentors offer an attentive, responsive presence: they listen closely to what the mentee says and doesn't say. Always supports her growth with encouragement, curiosity and just-enough guidance. Mentors help the mentee explore her interests, practice new skills, reflect on her progress and connect with real opportunities in the clean energy sector. They open doors without taking over, helping the mentee build confidence, ownership and a sense of belonging.

The mentee: bring your questions and take the lead in your own journey.
The mentee sets the direction. She chooses what matters most to her, shows up with her questions and ideas, takes small steps forward and reflects on what she learns along the way. Her lived experience and ambitions guide the sessions. The mentoring space is hers to explore interests, practice skills and imagine pathways in the renewable energy field.

The programme: create the conditions for safe, inspiring, high-quality mentoring.
The programme is responsible for building a supportive ecosystem around each mentoring relationship. It recruits and trains mentors, matches pairs thoughtfully and provides tools, check-ins and structure to help relationships thrive. The programme also monitors safeguarding and quality, ensures inclusiveness and connects mentors and mentees with relevant opportunities, networks and role models within the renewable energy sector.

Inclusion, systems insight & intersectionality:
At STAR Girls, we recognise that girls move through real systems (schools, families, cultures, and workplaces) that shape how they view their opportunities in the renewable and clean energy sector. Barriers such as stereotypes, language or cultural differences, migration backgrounds, caregiving responsibilities or financial pressure are systemic challenges. They are not personal shortcomings.

Together, mentors and mentees look at these wider forces with curiosity rather than judgement. We name the barriers openly and co-design practical strategies to move through them, so that each mentee can make choices that fit her goals, her context, her strengths. This approach helps girls see new possibilities and builds confidence. This ensures the mentoring relationship honours each young person's lived experience.

- **Matching, onboarding & ongoing support**
  Thoughtful matching:

Every mentoring relationship begins with a careful match. We pair mentors and mentees based on:
- availability and commitment
- shared interests and learning goals
- preferred communication style
- sector relevance and role-model fit

This intentional approach helps create relationships that feel supportive and aligned with the mentee's aspirations.

Onboarding mentors:
Mentors receive structured preparation, so they feel confident and equipped before meeting their mentee. Onboarding includes:

- relational awareness and cultural sensitivity
- inclusive and culturally responsive communication
- context about the renewable energy sector
- guidance on scaffolding learning and supporting agency
- clear boundaries, ethics and safeguarding procedures

This ensures mentors can offer high-quality support while creating a safe, respectful and empowering space.

Onboarding mentees:
Mentees are introduced to the programme in a way that centres their voice and goals. Onboarding helps them:

- identify what matters most to them
- set meaningful and realistic goals
- understand their role in shaping the mentoring journey
- learn how to use networks and opportunities available to them.

This supports self-direction and builds confidence from the start.

Ongoing support and quality assurance
To keep relationships strong and effective, the programme provides regular scaffolding, including:
- mentor clinics for shared learning, troubleshooting and peer support
- scheduled check-ins with both mentors and mentees
- light-touch monitoring to ensure safety, progress and alignment with programme standards

This continuous support helps mentors stay confident, keeps matches healthy and ensures a high-quality mentoring experience for every mentee.

4.2. STAR Girls: Mentor role & expectations profile

For female professionals in the clean & renewable energy sector

1. Purpose of the mentor role

A mentor in the STAR Girls programme, plays a key role in supporting young girls (EQF 3–4) to discover their talent, broaden their career perspectives and gain confidence in pursuing studies and professions in the clean and renewable energy sector.
A mentor acts both as a role model and a guide, helping to dismantle gender stereotypes and increase female participation in a male-dominated industry.

Mentors in STAR Girls are female professionals who bring not only their technical expertise, but also their humanity. Their role is not to prescribe a path, but to walk alongside the mentee, offering perspective, sharing real stories and modelling resilience.
They practice the five STAR Girls competencies (Zest, Teamwork, Heart, Grit and Brains) as an integrated whole, applying them flexibly in real situations.

Role models, whether mentors or guest speakers, help broaden the horizon of what a technical career can look like. Their stories offer recognition, inspiration and realism.

2. Core responsibilities of a mentor

A. Inspire & motivate

- Share their personal career story, including challenges, opportunities and key learning moments.
- And they serve as a visible and relatable role model who demonstrates that successful careers in clean energy are accessible to women.

B. Provide individual mentoring support

- Conduct structured mentoring sessions following the STAR Girls mentoring methodology.
- They support mentees in:
    - exploring their skills, interests, motivation
    - understanding study pathways and job roles in the green energy sector
    - setting personal goals for their education and future career
    - identifying barriers and strategies to overcome them.

C. Promote gender equality

- Foster awareness of gender stereotypes and empower mentees to challenge limiting beliefs.
- Contribute to a safe learning environment where girls feel confident to ask questions and express ambitions.

D. Collaborate with the STAR Girls consortium

- Participate in preparation meetings, training sessions, feedback rounds.
- Communicates progress, concerns and needs to project partners.
- Work collaboratively with schools, VET providers and project staff when relevant.

E. Participate in project evaluation

- Complete questionnaires and participate in interviews during:
  - pre-intervention (baseline)
  - post-intervention
  - follow-up (months later)
- Provide reflective input on the impact of mentoring from their professional perspective.

3. Required competencies and qualities

Professional background

- Active professional experience in the clean/renewable energy sector: e.g., solar thermal, energy efficiency, wind energy, sustainable installation technologies, environmental engineering, etc.
- Ability to translate sector-specific knowledge into relatable and inspiring explanations for young learners.

Personal qualities

- Commitment to supporting girls' empowerment.
- Strong communication and interpersonal skills.
- Capacity to create a trusting, inclusive and motivating atmosphere.
- Open-mindedness and respect for diverse backgrounds, values, and abilities.

Mentoring-specific skills

- Active listening
- Goal-setting facilitation
- Giving constructive feedback
- Encouraging self-reflection
- Cultural/gender sensitivity
- Ability to guide rather than instruct

(*These competencies are further strengthened through our mentor training.*)

Ethical guidelines & professional conduct

- Respect the mentee's privacy and confidentiality at all times.
- Maintain professional boundaries appropriate for working with minors.
- Ensure a respectful, inclusive, non-judgmental environment.
- Avoid imposing personal choices, encourage mentees to discover their own path.
- Report any concerns regarding well-being or safety to the designated project contact.

What mentors gain

- Contribution to gender equality and social impact in the green energy sector.
- Visibility on the STAR Girls platform as part of the Dream Team of role models.
- Strengthening mentoring, communication, leadership skills.
- Opportunity to network with mentors, VET educators, researchers and energy-sector professionals across Europe.

Chapter 5

Materials

5.1. Materials and templates

Materials and templates, supporting consistent and high-quality mentoring

To support consistent, safe and high-quality implementation of the STAR Girls mentoring methodology across different contexts, the programme provides a structured set of materials and templates. These materials are designed to support mentors, mentees and coordinators throughout the entire mentoring journey, from recruitment and matching to reflection, evaluation and safeguarding.
The materials do not function as rigid tools or checklists. Instead, they serve as supportive instruments that help structure the process, safeguard quality and create a shared language across countries, while preserving the relational and mentee-led nature of mentoring.

Purpose of the materials
The STAR Girls materials and templates serve four main purposes:

1. **Clarity and consistency**
   They provide a shared structure and terminology, ensuring that mentoring relationships are implemented in line with the STAR Girls principles across different institutions and countries.
2. **Support for relational practice**
   The materials encourage reflection, dialogue and agency rather than control or standardisation. They help mentors and mentees prepare, reflect and learn together.
3. **Safeguarding and professionalism**
   Templates support ethical conduct, clear boundaries, informed consent and GDPR-compliant data handling, which is essential when working with young people and minors.
4. **Learning and evaluation**
   Materials contribute to monitoring, learning and evaluation by capturing experiences, insights and developmental progress without reducing mentoring to performance measurement.

Overview of core materials and templates
Intake and onboarding materials
Intake materials support the start of the mentoring journey and help centre the voice and needs of the mentee.

These include:

- **Mentee intake form**
  Focused on interests, learning goals, expectations, previous experiences and preferred communication styles.
- **Mentor profile form**
  Highlighting professional background, motivations, lived experience, availability and mentoring preferences.
- **Informed consent forms**
  Written in accessible language, aligned with national regulations and GDPR requirements, and clearly explaining participation, data use and safeguarding.

These materials help ensure that participation is voluntary, informed and grounded in trust from the outset.

Matching templates

Matching templates support coordinators in making thoughtful and relationally informed matches rather than purely technical or sector-based pairings.
Matching criteria may include:

- learning and development goals of the mentee
- shared or complementary interests within the clean-energy sector
- communication styles and expectations
- contextual factors such as region, school setting or life circumstances
- availability and commitment

These templates assist coordinators in documenting and reflecting on matching choices, strengthening transparency and consistency while allowing for professional judgement.

Session support and reflection tools

To support the mentoring process itself, STAR Girls provides a range of light-touch session tools. These are optional and adaptable, allowing mentors and mentees to choose what fits their relationship.

Examples include:

- **Session reflection sheets** for mentors and/or mentees
- **Guiding questions** linked to identity, belonging, confidence and career exploration
- **Storytelling prompts** that help mentors share real experiences in an honest and relatable way
- **Scenario-based exercises** for exploring bias, decision-making or navigating male-dominated environments
- **Mapping tools** that visualise strengths, interests, networks and possible pathways

These tools help structure conversations without directing them, keeping mentoring relational, reflective and responsive.

Safeguarding and boundary guidelines

Clear guidelines support safe and professional mentoring relationships. These materials outline:

- roles and responsibilities of mentors, mentees and coordinators
- appropriate communication channels and frequency
- professional boundaries and ethical standards
- procedures for responding to concerns related to well-being or safety

Having these guidelines documented and accessible reinforces trust, protects all participants and supports mentors in handling sensitive situations confidently and responsibly.

Evaluation and learning templates

Evaluation materials support learning and reflection rather than judgement. They are used at different moments in the mentoring cycle.

Typical tools include:

- **Pre- and post-reflection questionnaires**
- **Session logs** to capture themes, goals and follow-up actions
- **Goal-tracking templates** aligned with small, achievable steps
- **Qualitative 'stories of change' templates** that capture insights and meaningful moments

These materials feed into the broader Monitoring, Learning and Evaluation (MEL) framework and help coordinators and institutions identify patterns, strengths and areas for improvement.

Flexibility and adaptation of materials

While STAR Girls provides a shared set of core materials, all templates are designed to be adaptable. Countries, institutions and coordinators are encouraged to localise language, examples and formats to fit their educational systems, cultural contexts and legal requirements.

What remains constant is:

- alignment with the STAR Girls principles
- respect for the mentee's agency and lived experience
- commitment to ethical practice and safeguarding

This balance ensures both coherence at European level and meaningful local ownership.

Materials as enablers of sustainability

The availability of clear, well-designed materials supports long-term sustainability of the programme. Templates make it easier for institutions to:

- onboard new mentors and coordinators
- maintain quality over time
- scale the programme responsibly
- embed mentoring within existing structures

By reducing reliance on informal knowledge or individual expertise, the materials help turn STAR Girls mentoring into a transferable and adoptable methodology rather than a one-off project activity.

Chapter 6

Mentor training

6.1. Mentor training

The quality of mentoring depends on the quality of the mentor's presence. For this reason, STAR Girls invests in mentor training. Not to turn mentors into coaches or counsellors, but to help them develop the relational and contextual awareness needed to support young women effectively. At the same time, mentoring is not shaped by the mentor alone it is a mutual process in which both mentor and mentee actively contribute to building a meaningful and mutually beneficial relationship.

6.2. Structure of the training

Mentor training takes place at two levels:

Transnational training
This provides a shared European foundation. Mentors learn about the STAR Girls principles, the five competencies:

1. Zest: *supports mentors in bringing positive energy into conversations and staying receptive to learning. Mentors help young women feel motivated and confident as they navigate technical and clean-energy fields.*

2 .Teamwork: *the ability to collaborate respectfully and effectively with others. It emphasises shared responsibility and mutual support.*

3. Heart: *represents the empathic and human-centred dimension of mentoring. It involves recognising emotions and listening with care.*

4. Grit: *perseverance, commitment. Mentors model how to navigate setbacks with patience and resilience. Mentees develop confidence when dealing with self-doubt or obstacles in male-dominated learning and work environments.*

5. Brains: *critical thinking and contextual awareness. It helps mentors understand systems and to recognise patterns. 'Brains' supports mentors in helping mentees navigate VET and clean-energy options effectively.*

National training
Each country contextualises the training to its own VET system and labour market realities. Mentors practise with sector specific scenarios and stories that reflect the lived experiences of young women in their region and cultural context.

6.3. Content of the mentor training

Gender awareness and intersectionality
Mentors explore how gender norms and bias shape the experiences of young women in technical fields. They learn to recognise intersectional realities such as class, race, migration background or care responsibilities and how these influence access to opportunities.

Coaching and communication techniques
Mentors practise nondirective communication, deep listening, sensitivity and the ability to hold space for silence. They learn how to respond to resistance or uncertainty or emotional moments without taking over or pushing.

Career orientation in VET and clean energy
Mentors gain insight into VET pathways, the sector opportunities and the diversity of roles within clean energy fields. They learn how to share their own stories in a way that is realistic and supportive for the mentee.

Safety, boundaries and relational ethics
Mentors explore how to create psychological safety and maintain boundaries. They learn to recognise when referral is needed. They get tools to navigate sensitive topics with care and respect. There is also explicit attention for both the beginning and the closing of the mentor relationship. Mentors learn how to create a safe and thoughtful start as well as how to guide a respectful and intentional ending.

6.4. Evaluation

Evaluation is a moment of reflection. Mentors look back on their conversations and the signals they picked up along the way. They write down what stood out to them and explore guiding questions that help them understand what worked and what didn't, and exchange experiences with peers during intervision. Coordinators offer feedback where needed and helping mentors see patterns they may have missed.

To support this reflective rhythm, evaluation forms are used before, during and after the mentor period for both mentor and mentee. These forms help capture expectations and monitor the quality of the relationship as it unfolds. It documents the impact and learning outcomes at the end. The collected insights from both sides provide a rich and balanced view of the mentoring process. All outcomes will be closely studied and integrated into the final policy paper. Ensuring that the programme evolves in an evidence-based way grounded in lived experiences and recurring patterns.

In this way, evaluation becomes a natural part of the mentoring rhythm. A way for mentors to deepen their practice and stay closely connected to the relational heart of the programme.

Ongoing professional development

Mentoring is not something a person master's overnight; it is a skill that grows through experience and reflection. The methodology addresses the ongoing development of mentors and encouraging them to grow in a natural and continuous way. They exchange insights with other mentors and stay curious about developments in the technical and clean energy sectors. Mentors continue learning about intersectionality and the different realities young women may face.

Mentors also practise telling their own stories with honesty and nuance. They stay in dialogue with coordinators who help them reflect on what they notice in their sessions. Through this continuous learning mentors remain grounded, aware and responsive to the evolving needs of the young women they support.

Chapter 7

Monitoring, learning and evaluation

7.1. Monitoring, learning and evaluation

Monitoring and evaluation are not separate activities that happen outside the mentoring relationship. Instead, they are woven into the rhythm of the programme. Just as mentoring itself follows a cycle of doing, reflecting and adjusting, the programme grows through ongoing learning.

Evaluation begins with curiosity: *What is emerging in the relationship? What is changing for the mentee? What is the mentor noticing in herself?* These questions guide the process far more than checklists or performance indicators ever could.

Throughout the programme mentors and coordinators stay in gentle dialogue. Mentors reflect on their sessions and notice moments of connection, hesitation or insight. Coordinators look for patterns across mentees and mentors. Patterns that reveal what young women need, what barriers they encounter and what supports them to move forward.

This approach ensures that evaluation remains close to the lived experience of the mentees. It is not only about measuring success in numbers, but also about understanding growth in identity and in confidence. In this way monitoring becomes a shared learning journey rather than an administrative task.

*"**Mentoring touches eternity, you never know when the impact ends" @Betty Bijvoets"***

Expected outcomes for mentees
The STAR Girls mentoring programme aims to support young women in developing a stronger sense of who they are and how they can navigate technical and clean energy fields. These outcomes do not appear all at once; they unfold gradually, shaped by the relationship, the context and the mentee's own pace.

Over time, mentees begin to:

- recognise their strengths and talents more clearly
- feel more at ease in male dominated learning or work environments
- understand how gender norms and intersectional factors shape their experiences
- articulate their ambitions with more confidence
- take concrete steps toward internships or further education or employment
- develop strategies for dealing with bias or self-doubt
- build a sense of belonging in technical fields

These outcomes reflect the heart of STAR Girls: supporting young women not only to enter technical sectors but to stay and thrive within them.

Expected outcomes for mentors
Mentors also grow through the programme. By engaging in reflective conversations and by sharing their own stories and paying deep attention to the experiences of young women, they develop a richer understanding of their own professional identity and the systems they work in.

The programme is designed to support mentors in developing:

- a renewed sense of purpose in their work
- deeper awareness of gendered and intersectional dynamics
- increased confidence in relational communication
- a stronger ability to listen without directing
- insight into the experiences of the next generation of women in their field

Mentoring becomes a space where mentors reconnect with their own journey, including the challenges they faced and the support they wished they had received.

Expected outcomes for VET institutions

STAR Girls is not only a mentoring programme; it is also a catalyst for institutional learning. As coordinators gather insights from mentors and mentees, patterns begin to emerge. Patterns that reveal where VET systems support young women well and where barriers persist.

Institutions gain:

- a clearer understanding of gendered experiences in technical programmes
- insight into the role of teachers and the culture and communication
- awareness of structural barriers in workplace learning
- tools for creating more inclusive learning environments
- stronger connections with industry partners committed to gender equality

These insights help VET institutions move toward more equitable and supportive environments for all learners.

7.2. Cultural and national adaptation

Adoption and long-term sustainability

The STAR Girls mentoring programme is intentionally designed as more than a project-based intervention. From its conception, the methodology has been developed to support adoption, institutional embedding and long-term sustainability within vocational education and training (VET) systems. This ensures that the programme can continue to create impact beyond the project period and across diverse national and local contexts.

From project implementation to institutional adoption

Rather than introducing mentoring as a standalone or temporary initiative, STAR Girls aligns closely with existing mandates of VET institutions. These include student guidance, inclusion and equality policies, career orientation, cooperation with employers and support for transitions into the labour market. By connecting mentoring to these existing responsibilities, STAR Girls reduces dependency on external funding structures and increases the likelihood that mentoring becomes part of regular educational practice.

The methodology provides a clear framework, while remaining flexible enough to be integrated into:

- guidance and mentoring policies
- student support or wellbeing systems
- extracurricular learning trajectories
- equality and diversity strategies
- partnerships with sectoral employers

This approach allows institutions to adopt STAR Girls mentoring without fundamentally restructuring their organisation.

Embedding mentoring in organisational structures

Long-term sustainability depends on embedding mentoring within organisational routines and roles. STAR Girls is designed to work with existing professionals rather than relying on external experts. Mentors, teachers, coordinators and guidance staff are positioned as key actors, supported by training, tools and reflective evaluation mechanisms.

Clear role definitions, documented processes and shared quality standards ensure continuity even when staff change. Over time, mentoring becomes less dependent on individual champions and more anchored in the institution's way of working. This institutionalisation strengthens resilience and scalability.

Capacity building and professional learning

A central pillar of sustainability within STAR Girls is capacity building. Mentor training, coordinator support and peer learning are not treated as one-off activities, but as part of a continuous professional learning process. Participants develop competencies in relational mentoring, gender-sensitive guidance, intercultural awareness and system-level thinking.

Through ongoing reflection and evaluation, institutions build internal expertise that allows them to adapt, refine and expand mentoring activities independently. This growing capacity supports both quality assurance and long-term ownership of the methodology.

Adaptability across contexts and scales

The STAR Girls mentoring methodology combines a shared European foundation with strong contextual flexibility. Core principles, such as relationship first mentoring, safeguarding, equity and reflective learning, remain consistent, while practical implementation can be adjusted to local conditions.

Institutions may adopt the methodology in different ways:

- starting with small pilot groups and scaling up gradually
- focusing on specific programmes or technical sectors
- integrating mentoring with internships, sector projects or careers education
- adapting mentoring formats (1:1, group, hybrid or network mentoring)

This modular design enables institutions to scale the programme in line with their capacity, priorities and available resources, increasing feasibility and sustainability.

Sustainability beyond individual mentoring relationships

While individual mentoring relationships are intentionally time-bound, their impact extends far beyond the duration of a single match. STAR Girls contributes to more structural change by influencing organisational cultures, professional practices and sectoral connections.

Over time, institutions benefit from:

- increased awareness of gendered and intersectional barriers
- stronger links between education and clean-energy sectors
- broader role-model networks that continue to inspire new cohorts
- improved inclusivity within technical learning environments

In this way, mentoring acts as a catalyst for systemic change rather than an isolated support measure.

Evidence-based continuation and policy relevance

Monitoring, learning and evaluation (MEL) are integral to sustaining and legitimising the programme. By collecting qualitative and quantitative data over time, institutions can demonstrate impact, identify learning patterns and continuously improve implementation. Evaluation findings also support strategic dialogue with management, policymakers and funding bodies.

Evidence generated through STAR Girls can inform broader discussions on gender equality, skills development and inclusion within the green transition, strengthening the programme's policy relevance.

Towards durable impact

By designing mentoring as an adoptable, institutionally embedded and evidence-based methodology, STAR Girls enables VET institutions to sustain their commitment to gender equality in technical education. The programme supports girls and young women not only to access technical clean-energy pathways, but to remain, develop and thrive within them.

In doing so, STAR Girls contributes to a sustainable and inclusive green transition, one in which educational systems actively recognise and nurture the talents of girls and young women as essential contributors to Europe's future workforce.

Chapter 8

Conclusion

8.1. Conclusion

Conclusion

The STAR Girls mentoring methodology offers a structured yet human response to one of the central challenges facing vocational education and training in Europe today: ensuring that the green transition is not only technically effective, but also socially inclusive. As clean-energy sectors continue to expand, the need to engage, retain and empower girls and young women in technical pathways becomes increasingly urgent.

This handbook has outlined a mentoring approach that places relationships, lived experience and system awareness at its core. Rather than treating mentoring as a supplementary activity or short-term intervention, STAR Girls positions mentoring as a meaningful educational practice that supports identity development, confidence and agency. By grounding mentoring in relational theory, evidence-based practice and co-design with educators, mentors and young women, the methodology responds to both individual development needs and structural barriers within education and labour-market systems.

A key strength of the STAR Girls approach lies in its balance between coherence and flexibility. The methodology provides a shared European framework with clear principles, roles, safeguards and quality standards, while allowing institutions and countries to adapt implementation to their specific VET systems, cultural contexts and labour-market realities. This ensures relevance, ownership and feasibility across diverse settings.

Equally important is the programme's focus on sustainability and adoption. By embedding mentoring within existing institutional structures, investing in capacity building and integrating monitoring, learning and evaluation into everyday practice, STAR Girls supports long-term impact beyond individual mentoring relationships. The methodology enables VET institutions to strengthen inclusive cultures, deepen collaboration with clean-energy sectors and continue mentoring activities after the project lifecycle.

Ultimately, STAR Girls is not only about increasing participation numbers or addressing skills shortages. It is about creating learning environments in which girls and young women feel seen, supported and capable of imagining themselves as future professionals in technical and clean-energy fields. By valuing relationships, recognising diversity of experience and addressing systemic barriers, the STAR Girls mentoring methodology contributes to a more inclusive and equitable green transition.

This handbook invites educators, mentors, institutions and policymakers to engage with mentoring as a powerful tool for educational and social change—and to continue learning, adapting and building relationships that support the next generation of women shaping Europe's sustainable future.

ANNEXES

Annex 1: Mentee intake form

Annex 2: Mentee code of conduct & privacy guidelines

Annex 3: Mentor code of conduct & privacy guidelines

Annex 4: Evaluation form Mentee

Annex 5: Evaluation form Mentor

Annex 6: Format mentoring session

Annex 7: Matching form

Annex 8: Progress check in

Annex 9: 6 steps in mentoring visual

ANNEXES

Annex 1: Mentee intake form

MENTEE INTAKE

Getting to know you and what matters to you.

PERSONAL INFORMATION

Name	
Email	
Phone	
Age	
Education	

WHAT ARE YOU INTERESTED IN?

For example: school subjects, technology, sustainability, renewable energy, future careers or hobbies.

YOUR GOALS

What would you like to explore or learn?

WHAT WOULD YOU LIKE SUPPORT WITH OR LEARN MORE ABOUT?

For example: choosing a study, building confidence, exploring careers or practical skills.

HAVE YOU HAD EXPERIENCE WITH COACHING, MENTORING OR GUIDANCE BEFORE?

☐ Yes

☐ No

IF YES, WHAT WOULD YOU LIKE TO SHARE ABOUT IT?

Only share what feels relevant and comfortable.

YOUR STRENGTHS

Reflect on what you can already do and what feels challenging.

WHAT ARE YOU GOOD AT OR PROUD OF?

At school, at home, in a team or in other activities.

ARE THERE THINGS YOU FIND DIFFICULT RIGHT NOW?

This could be school-related, personal or related to confidence or choices.

MENTORING PREFERENCES

Help us make the mentoring relationship fit your needs.

WHEN ARE YOU GENERALLY AVAILABLE FOR MENTORING SESSIONS?

Please mention preferred days and times.

WHAT DO YOU HOPE TO GET OUT OF HAVING A MENTOR?

You can mention expectations, goals or practical needs.

PRIVACY & CONFIRMATION

Your information and participation.

PRIVACY & PARTICIPATION

Your answers will be used only to support your mentoring process and to make a good mentor match.

Your data will be handled carefully and in accordance with EU GDPR rules.

You can always:
- Ask what information is stored
- Request changes
- Ask for your data to be deleted, where legally possible

MENTEE CONFIRMATION

I understand the purpose of this mentoring programme and agree to take part openly and respectfully.

Name	
Date	
Signature	

For minors, participation requires parent or guardian consent.

ANNEXES
Annex 2: Mentee code of conduct privacy guidelines

MENTEE CODE OF CONDUCT

What you can expect and what we ask from you.

WELCOME TO THE STAR GIRLS MENTORING PROGRAMME

This mentoring programme is a safe and supportive space for you to:

- Explore your interests, goals and future possibilities
- Ask questions and reflect on your experiences
- Learn from someone with more experience in a respectful way

This guide helps everyone feel comfortable, safe and respected.

WHAT YOU CAN EXPECT FROM YOUR MENTOR

Your mentor will:

- Listen to you with respect and attention
- Take you seriously and treat you fairly
- Create a safe, non-judgemental space
- Respect your personal boundaries
- Support your learning and development
- Keep your information private, except when safety is a concern

WHAT WE ASK FROM YOU AS A MENTEE

As a mentee, you agree to:

- Treat your mentor with respect and honesty
- Share only what you feel comfortable sharing
- Be open to reflection, feedback and learning
- Speak up if something does not feel right
- Use meetings for the agreed programme goals
- Follow the communication agreements

SAFETY & PRIVACY GUIDELINES

Clear agreements protect both the mentee and the mentor.

SAFE AND RESPECTFUL COMMUNICATION

To keep mentoring safe for everyone:

- Use only the agreed programme communication channels
- Meet only in approved and safe locations
- Do not connect through private social media
- Do not exchange gifts, money or personal favours

YOUR PRIVACY & PERSONAL DATA (GDPR)

Your privacy matters:

- Personal data is used only for mentoring purposes
- Information is not shared outside the programme without permission
- Photos, videos or recordings require consent
- You and your parent or guardian can ask what data is stored
- You can request corrections or deletion where legally possible

WELL-BEING AND SAFETY

Your well-being comes first:

- Talk to your mentor or programme coordinator if you feel unsafe, uncomfortable or worried
- Mentors may share concerns only when necessary to keep you safe
- Asking for help is a strength, not a problem

YOUR VOICE & AGREEMENT

Participation should always feel respectful, voluntary and safe.

YOUR VOICE MATTERS

This programme is built on participation and respect:

- You have the right to be heard
- You can ask questions or give feedback
- You can discuss changing or stopping participation with the coordinator
- You never have to continue if mentoring does not feel right

MENTEE AGREEMENT

I understand what this mentoring programme involves and what is expected of me.
I agree to take part respectfully and communicate openly when needed.

Name of mentee	
Date	
Signature	

For minors, this agreement is supported by parent or guardian consent.

ANNEXES

Annex 3: Mentor code of conduct privacy guidelines

MENTOR CODE OF CONDUCT

Professional conduct, privacy and safe boundaries.

AS A MENTOR, YOU AGREE TO:

- Respect the mentee's pace, choices and autonomy
- Act in a professional, responsible and caring way
- Create a welcoming, inclusive and judgement-free space
- Communicate only through agreed programme channels
- Offer encouragement and guidance, not therapy or treatment
- Share concerns or doubts with the programme coordinator

Mentors are never expected to handle difficult situations alone.

PRIVACY & DATA PROTECTION (GDPR)

We handle personal data with care and transparency.

- Use personal data only for mentoring and programme purposes
- Do not store personal data on private phones or computers
- Do not share information outside the programme without permission
- Photos, recordings or videos require written parent or guardian consent
- Use safe, agreed digital communication tools
- Report any data incident or concern immediately

CLEAR AND SAFE BOUNDARIES

Healthy mentoring relies on clear boundaries.

- Keep physical contact neutral and appropriate
- Meet mentees only in approved, safe locations
- Do not connect through private social media accounts
- Do not give or receive money, gifts or personal favours
- Do not arrange private meetings outside programme scope

SAFE PRACTICE & MENTOR STATEMENT

When in doubt, contact the programme coordinator and follow organisational procedures.

WELL-BEING, SAFEGUARDING & SIGNALLING

If something does not feel right, take it seriously.

- Share concerns about safety, emotional well-being, bullying or harm promptly with the coordinator
- Do not investigate or try to fix serious issues yourself
- Follow organisational safeguarding procedures at all times
- Treat reporting concerns as responsible and caring, not as failure

DOCUMENTATION & DATA RETENTION

- Register sessions only in the official programme monitoring system
- Do not keep private notes outside this system
- Delete personal data when the programme ends, in line with EU and organisational retention policies

MENTOR STATEMENT

I confirm that I have read and understood this code of conduct and privacy guideline and agree to act in line with it.

Name	
Date	
Signature	

ANNEXES

Annex 4: Evaluation form mentee

EVALUATION FORM – MENTEE

Thank you for taking part. Your feedback helps improve the programme for future participants.

PERSONAL INFORMATION

Name	
Mentor	
Date	

ABOUT YOUR EXPERIENCE

Overall, how satisfied are you with the mentoring programme?

- ☐ Very satisfied
- ☐ Satisfied
- ☐ Neutral
- ☐ Dissatisfied
- ☐ Very dissatisfied

Did you feel comfortable talking with your mentor?

- ☐ Always
- ☐ Most of the time
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

Please explain your answer or share an example.

YOUR EXPERIENCE & GROWTH

Think about the conversations, support and changes you noticed during the programme.

Did your mentor listen and take your ideas and concerns seriously?

☐ Always

☐ Most of the time

☐ Sometimes

☐ Rarely

☐ Never

How often did you meet or communicate with your mentor?

☐ Weekly

☐ Every two weeks

☐ Monthly

☐ Less than monthly

☐ It varied

Has the programme helped you grow as a person?

☐ A lot

☐ Quite a lot

☐ Somewhat

☐ A little

☐ Not yet

What change or personal growth did you notice?

SKILLS & MENTOR RELATIONSHIP

Select all options that apply and add your own examples where helpful.

Which skills or qualities improved the most?

☐ Self-confidence
☐ Communication skills
☐ Teamwork
☐ Leadership
☐ Problem-solving
☐ Career planning
☐ Study skills
☐ Time management
☐ Other: _____

Do you feel more confident about future studies or a career?

☐ Much more confident
☐ More confident
☐ About the same
☐ Less confident
☐ Not sure yet

Did you feel your mentor was a good match for you?

☐ Yes, definitely
☐ Mostly
☐ Partly
☐ Not really
☐ No

What made the match work well, or what could have been different?

ACTIVITIES & LOOKING AHEAD

Tell us what was useful and whether the programme format worked for you.

What was the most valuable thing you learned from your mentor?

Were the activities interesting and relevant to you?

- ☐ Very relevant
- ☐ Relevant
- ☐ Neutral
- ☐ Not very relevant
- ☐ Not relevant at all

Was the length of the programme right for you?

- ☐ Too short
- ☐ Just right
- ☐ Too long

Would you recommend the programme to other young people?

- ☐ Yes, definitely
- ☐ Probably
- ☐ Maybe
- ☐ Probably not
- ☐ Definitely not

YOUR FEEDBACK

Open feedback helps us understand what mattered and what should change.

What was the best part of the programme?

What could we improve for future participants?

Is there anything else you would like to share with us?

QUICK REFLECTION

Compare how you felt before the programme with how you feel now.

1. Before the programme, I felt confident about my future.

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly disagree

2. After the programme, I feel more confident about my future.

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly disagree

In one sentence: What did this mentoring programme mean to you?

Thank you for sharing your experience!

ANNEXES

Annex 5: Evaluation form mentor

EVALUATION FORM – MENTOR

Thank you for your contribution. Your reflections help strengthen future mentoring cycles.

PERSONAL INFORMATION

Name	
Mentee	
Date	

ABOUT YOUR MENTORING EXPERIENCE

Overall, how satisfied are you with your experience as a mentor?

- ☐ Very satisfied
- ☐ Satisfied
- ☐ Neutral
- ☐ Dissatisfied
- ☐ Very dissatisfied

Did the programme meet your expectations?

- ☐ Exceeded expectations
- ☐ Met expectations
- ☐ Partly met expectations
- ☐ Did not meet expectations

How would you rate the overall organisation?

- ☐ Excellent
- ☐ Good
- ☐ Adequate
- ☐ Needs improvement
- ☐ Poor

MENTOR–MENTEE RELATIONSHIP

Reflect on the quality of the match, communication and participation.

Did you feel well matched with your mentee?

☐ Yes, definitely

☐ Mostly

☐ Partly

☐ Not really

☐ No

How comfortable did you feel communicating with your mentee?

☐ Very comfortable

☐ Comfortable

☐ Neutral

☐ Uncomfortable

☐ Very uncomfortable

How engaged was your mentee during the programme?

☐ Very engaged

☐ Engaged

☐ Sometimes engaged

☐ Rarely engaged

☐ Not engaged

What factors contributed most to a successful mentoring relationship?

SUPPORT & PREPARATION

Tell us whether the information, guidance and support met your needs.

Did you receive sufficient information and guidance before starting?

- ☐ Yes, fully
- ☐ Mostly
- ☐ Partly
- ☐ Not enough
- ☐ No

How useful were the mentor training sessions and materials?

- ☐ Very useful
- ☐ Useful
- ☐ Neutral
- ☐ Not very useful
- ☐ Not useful

Did you feel sufficiently supported by the programme team?

- ☐ Always
- ☐ Most of the time
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

What additional support or resources would have helped you?

IMPACT ON THE MENTEE

Share the changes and outcomes you observed during the mentoring journey.

Do you feel your mentee benefited from the mentoring relationship?

☐ A lot

☐ Quite a lot

☐ Somewhat

☐ A little

☐ Not yet

Which areas improved most for your mentee?

☐ Self-confidence

☐ Career awareness

☐ Educational aspirations

☐ Communication skills

☐ Leadership skills

☐ Problem-solving

☐ Motivation

☐ Networking skills

☐ Other: _____

What positive changes did you observe in your mentee?

YOUR DEVELOPMENT AS A MENTOR

Reflect on what you learned personally and professionally.

Did mentoring contribute to your personal or professional development?

☐ A lot

☐ Quite a lot

☐ Somewhat

☐ A little

☐ Not yet

In what ways did you grow or learn as a mentor?

Which mentoring skills or insights will you take forward?

PROGRAMME STRUCTURE

Consider whether the duration, rhythm and activities supported the relationship.

Was the duration of the programme appropriate?

☐ Too short

☐ Just right

☐ Too long

Was the frequency of mentoring meetings appropriate?

☐ Too frequent

☐ Just right

☐ Not frequent enough

☐ It varied

Which activities or aspects of the programme were most valuable?

What would make the programme structure work even better?

FUTURE PARTICIPATION

Tell us whether you would mentor again or recommend the role to others.

Would you participate as a mentor in a future edition?

- ☐ Definitely yes
- ☐ Probably yes
- ☐ Maybe
- ☐ Probably no
- ☐ Definitely no

Would you recommend becoming a mentor to a colleague?

- ☐ Definitely yes
- ☐ Probably yes
- ☐ Maybe
- ☐ Probably no
- ☐ Definitely no

What recommendations would you give for improving the programme?

FINAL REFLECTION

Capture the moment or achievement that mattered most in your mentoring journey.

Looking back, what was the most meaningful moment or achievement?

Is there anything else you would like to share with the STAR Girls team?

Thank you for supporting the next generation!

ANNEXES

Annex 6: Format mentoring session

MENTORING SESSION FORMAT

A light-touch guide. Let the mentee's priorities set the direction.

DO • REFLECT • ADJUST

Mentee		**Mentor**	
Date		**Session no.**	
Format	☐ In person ☐ Online ☐ Group	**Phase**	☐ Connection ☐ Exploration ☐ Action

SESSION RHYTHM

1

1. CHECK-IN — How are you arriving today? — 5-10 min

Notes: _____

2

2. EXPLORE — What matters most right now? — 15-20 min

Notes: _____

3

3. SMALL STEP — Choose one concrete, achievable action. — 10 min

Notes: _____

4

4. DO / PREPARE — Practise, map, research, rehearse or create together. — 20-30 min

Notes: _____

5

5. REFLECT — What did you learn and what comes next? — 10-15 min

Notes: _____

SESSION FOCUS & ACTION

Use the prompts flexibly. The mentee's lived experience remains the compass.

1. MENTEE-LED FOCUS

What does the mentee want to explore, practise or decide in this session?

2. STRENGTHS, INTERESTS AND CONTEXT

What strengths, interests or lived experiences became visible? Which contextual factors matter?

3. CLEAN-ENERGY / VET CONNECTION

Which pathway, role, workplace, technology, network or opportunity became more tangible?

AGREED SMALL STEP

Action			
Lead	☐ Mentee ☐ Mentor ☐ Together	**Target date**	

REFLECTION & SESSION LOG

Record only what is necessary for follow-up, learning and safety.

MENTEE REFLECTION

What am I taking away? What feels clearer? What do I want to try before we meet again?

MENTOR REFLECTION

What supported connection and agency? What did I notice? What should I adjust?

LIGHT-TOUCH SESSION LOG

Main theme(s)	
Goal(s) addressed	
Activity / tool	☐ Questions ☐ Storytelling ☐ Scenario ☐ Mapping ☐ Other
Follow-up action	
Emerging support need	
Safeguarding concern	☐ No ☐ Yes - follow designated procedure; do not detail here

NEXT MEETING

Date		**Time**		**Format**	

ANNEXES

Annex 7: Matchmaking form

MENTOR–MENTEE MATCHMAKING FORM

For coordinators: make a thoughtful match based on contextual fit, not a perfect match.

MATCH DETAILS

Coordinator		**Date**	
Mentee ID / name		**Mentor ID / name**	

MENTEE PROFILE

Learning goals	
Interests / ambitions	
Preferred style	☐ Warm / informal ☐ Structured ☐ Practical ☐ Reflective
Sector interests	☐ Wind ☐ Solar ☐ Storage ☐ Grid ☐ Efficiency ☐ Other
Availability	

CONTEXT TO CONSIDER

Relevant school, cultural, social, accessibility or life circumstances. Record only what is necessary for matching.

MENTOR PROFILE & FIT

Use professional judgement and document the reasons for the proposed match.

MENTOR PROFILE

Professional role	
Sector experience	☐ Wind ☐ Solar ☐ Storage ☐ Grid ☐ Efficiency ☐ Other
Mentoring strengths	☐ Listening ☐ Goal setting ☐ Networks ☐ Role modelling ☐ Practical guidance
Communication style	☐ Warm / informal ☐ Structured ☐ Practical ☐ Reflective
Availability	

FIT ASSESSMENT

Learning goals and mentor strengths	1 2 3 4 5 Low Strong	**Notes:**
Shared or complementary interests	1 2 3 4 5 Low Strong	**Notes:**
Communication style and expectations	1 2 3 4 5 Low Strong	**Notes:**
Sector relevance and role-model fit	1 2 3 4 5 Low Strong	**Notes:**
Availability and commitment	1 2 3 4 5 Low Strong	**Notes:**
Contextual and cultural fit	1 2 3 4 5 Low Strong	**Notes:**

MATCH DECISION & FOLLOW-UP

A strong match has enough common ground and enough difference to foster growth.

WHY THIS MATCH COULD WORK

Describe the shared ground, complementary perspectives and expected value for the mentee.

POSSIBLE RISKS OR SUPPORT NEEDS

What may require clarification, adaptation, coordinator support or an early check-in?

DECISION

Outcome	☐ Recommended ☐ Recommended with support ☐ Hold / review ☐ Not recommended
Coordinator rationale	
Support agreed	☐ Intro call ☐ Early check-in ☐ Communication guidance ☐ Other
Proposed start date	
First review date	
Coordinator sign-off	

ANNEXES

Annex 8: Progress check-in

MENTORING PROGRESS CHECK-IN

A structured mid-programme reflection for mentors and coordinators.

PERSONAL INFORMATION

Mentor name	
Mentee	
Start date	
Number of sessions	
Sessions ahead	

WHAT WAS THE MAIN GOAL AT THE START?

Describe the main goal of the mentoring trajectory for the mentee.

KEY POINTS OF ATTENTION FOR THE COMING PERIOD

For example: motivation, communication, confidence, goal setting, participation or time management.

DEVELOPMENT OVERVIEW

Compare the starting point with the current situation and add observations.

Theme	Start level	Current level	Please explain	Observations
Self-confidence				
Career exploration / orientation				
Motivation for study and sector				
Study skills				
Personal development / growth				

SESSION ACTION TRACKER

Record concise goals, agreed actions and relevant remarks.

No.	Date	Main goal	Mentee actions	Mentor actions	Remarks
1					
2					
3					
4					
5					

MENTOR REFLECTION

Reflect on observed development, barriers and effective support.

WHAT DEVELOPMENTS HAVE YOU OBSERVED?

Consider confidence, clarity, motivation, agency, skills or participation.

WHAT CHALLENGES OR BARRIERS ARE AFFECTING PROGRESS?

Note relevant contextual or programme-related barriers without unnecessary sensitive details.

WHICH ACTIVITIES OR APPROACHES HAVE BEEN MOST EFFECTIVE?

Describe what supported the mentee's development and why.

RELATIONSHIP & LEARNING

Review the mentoring relationship and approaches that may need adjustment.

WHICH ACTIVITIES OR APPROACHES WERE LESS EFFECTIVE?

What did not work as expected, and what could be adapted?

HOW WOULD YOU DESCRIBE THE CURRENT RELATIONSHIP?

☐ Excellent

☐ Good

☐ Satisfactory

☐ Challenging

☐ Needs attention

PLEASE PROVIDE FURTHER DETAILS

Consider trust, openness, engagement, communication and connection.

RECOMMENDATIONS & MEANINGFUL MOMENTS

Use the check-in to support learning and programme improvement.

WOULD YOU RECOMMEND BECOMING A MENTOR TO A COLLEAGUE?

☐ Definitely yes

☐ Probably yes

☐ Maybe

☐ Probably no

☐ Definitely no

WHAT RECOMMENDATIONS WOULD YOU GIVE FOR IMPROVING THE PROGRAMME?

WHAT HAS BEEN THE MOST MEANINGFUL MOMENT OR ACHIEVEMENT?

Looking back on the mentoring journey so far.

ANNEXES

Annex 9 : 6 steps in mentoring visual

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6 steps in mentoring



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01 Preparation

- Developing a clear understanding of the mentor role
- Getting familiar with the mentee's profile
- Getting ready for the first mentor-mentee conversation
- Establishing clear expectations and boundaries

02 First meeting



- Getting to know each other and building trust
- Explaining the mentoring programme and Its goals
- Establishing clear communication guidelines
- Identifying the Mentee's expectations



03 Setting goals

- Setting SMART goals together
- Identifying short-term and long-term goals
- Documenting agreements
- Identifying the Mentee's support needs

04 Mentoring in action



- Regular Mentor-Mentee meetings
- Reviewing progress and discussing challenges
- Providing guidance on activities & assignments
- Supporting motivation and reflection

STAR GIRLS

05 Evaluation progress

- Completing the progress check-in Form
- Reflecting on the Mentee's growth
- Adjusting goals where necessary
- Scheduling feedback sessions

06 Completing the journey

- Reflecting on achieved goals
- Celebrating successes and achievements
- Final reflection on the mentoring journey
- Advice on next steps and follow-up support



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