



Combating Inequalities through Innovative Social Practices
of and for Young People in Cities across Europe

WP7 Case study: Innovative Practice ‘Brightful’

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City: Malmö

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Cover page

INNOVATIVE PRACTICE/PROJECT TITLE	
Brightful	
City	Malmö
Pilot type	2. Based on own fieldwork
Type of target group	3. Aiming for ‘alternative’ ways to get ahead, with sufficient competences and/or social support;
Type of practice	1. Learning and counselling; social capital; matching/bridging;
Aims/objectives in brief	Brightful is an NGO-run project in Malmö, Sweden. The main aim of the project is to help and motivate young women and men in believing in themselves and their ability to set (and reach) their own individual goals by providing different activities. The programme aims to encourage young people to set goals for the future, providing a forum for them where support and encouragement is provided.
What needs, what inequalities	Brightful responds to a lack of self-confidence and constructive role models among young people, particularly in disadvantaged neighbourhoods in the city.
What (activities in brief)	Brightful offers different activities, coaching and workshops on specific topics where the participants meet different organizations, schools and entrepreneurs from their local context. The participants are given the chance to discuss different issues such as equality, self-esteem, job and educational opportunities.
Who (actors)	Girls and boys (lower-secondary school students) participating in the programme are provided mentors from a somewhat older age group, who coach the participants through the programme. The mentors are young adults who are either working, studying or in other ways engaged in fulfilling their own goals. These mentors serve as role models for the younger group. Brightful cooperates with schools, NGOs, entrepreneurs and other local actors.

How (involvement of the actors, their roles)	Mentors and younger schools students gather monthly for structured activities with knowledge and experience sharing. In these activities the distinction between mentors and “adepts” is intentionally blurred. Both groups basically get the same thing out of the activities, which is one of Brightful’s characteristics, separating them from other comparable programmes.
Scope: number of the participants of practice(s)	Brightful’s activities have so far been of a small scope. They are based in two schools in Malmö and have over three years gathered 140 people in their basic activity, the mentorship programmes.
Duration (when the project/practice started)	Brightful – as a project and voluntary association – was started in May 2012. Brightful programmes (mentorship programmes) run for one year at a time.
RESOURCES	
Financial	2015: 15 000 Euros. Previous years: Considerably smaller amounts
Personnel	Three volunteers run the operation but can, when necessary, be aided by considerably larger groups of people gathered from Brightful activities. Funding is used for activities.

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Introduction

Having started in May 2012, *Brightful* is an NGO, building its activities and existence upon donations and other resources coming in from different local and regional actors. Brightful has received a number of prizes and its founder has also been nominated for the award of *Business Rookie of the Year* in Malmö.

The basic activity of Brightful is referred to as the *mentorship programme*. It reaches 8th and 9th graders at two Malmö schools: *Värner Rydénskolan*, situated in Rosengård (one of Malmö's most deprived districts) and the more centrally located *Östra Skolan*. At present, each programme consists of 10 school students and an equal number of mentors. If more school students show interest in taking part, a new programme is started. During the 2014-15 school year, Brightful has been running three programmes – i.e., series of monthly workshops – two at Värner Rydénskolan and one at Östra Skolan.

The Brightful project addresses the individual level (the young people involved and their needs) but also, through its workshops, introduces a group level consisting of a new constellation of people (a mix of school students and older mentors, the latter being engaged as role models from the surrounding urban milieu). The project is characterised by a bottom-up structure, where the needs and goals of the young people involved in the programme sets the agenda. Even though the structure is somewhat fixed – and followed over the year each programme runs – and can therefore be perceived as rather formal, the project is also characterised by an informal and quite flexible atmosphere where the individuals and their needs and goals form the point of departure.

1. Evaluation methodology

The Brightful project was included as one of Malmö's two cases of socially innovative practices for WP5. Being our 'second' project for the work package, Brightful is not a practice that we ourselves have been actively involved in. Therefore, the facts for this report do not stem from our own experiences of the project, nor from observations made during the performance of project activities, but of interviews and second-hand documentation gathered by us (Jonas Alwall, Malmö University, and Pia Hellberg Lannerheim, City of Malmö) for this report.

We have interviewed two of the leaders of Brightful, one of them on two separate occasions, with some additional information followed-up by email. We have also gathered documentation that has been developed within the project, as well as applications for funding and other documents where the goals and activities of Brightful have been described. Furthermore, we have studied different kinds of documentation from Brightful activities (including those presented in social media) and reflected on these observations.

The kind of activities that Brightful runs are not aimed at reaching *specific* results – e.g. in the form of finding employment or receiving specialized training in any certain field – but effects that could rather be referred to as 'generic', meaning that they aim to increase the young persons' general ability to face future opportunities and challenges (through, for example, building self-confidence and acquiring widened perspectives on life). Therefore, it may appear pointless to monitor effects or operationalize assessment instruments. Still, quantitative data regarding the reach of Brightful activities, as well as qualitative data regarding how these activities are perceived, could, of course, be relevant. In this 'evaluative'

respect we have had to settle with quite limited data. We have, however, chosen to play down the evaluative ambitions of this report and instead focused on creating a deeper understanding of the role/function and ambition of Brightful's activities, in order to relate this understanding to CITISPYCE-relevant categories and criteria. For us, the fundamental question in writing this report has been: How can we understand Brightful – as a specific project in a specific spatiotemporal setting – in relation to what CITISPYCE has identified as important for improving the prospects for young people?

2. Understanding Brightful

2.1 Brightful: for whom and for what?

The Brightful project addresses the need for a forum where young women and men can feel empowered and where the positive potential of these young people is taken into account and acknowledged. The project primarily directs itself to two groups: lower- secondary school students and young adults, the latter group functioning as mentors. These groups interact and the project aspires a positive development for both of them.

Unlike many other mentorship programmes, Brightful is not based on setting up “one-on-one” relationships between the young persons and their mentors. So, mentors and school students are not paired but seen as two collectives interacting, forming one larger community. It is the understanding of the Brightful team of leaders that knowledge and experiences can best be gained collectively, each individual contributing with their small parts.

The fundamental asset of the project is the engagement and involvement of different actors within the local community: school students and mentors as well as other people involved. Finding one's own commitment through learning from the commitment of others could be seen as a key understanding of the kind of learning that Brightful aspires. The project is aimed at enhancing the self-esteem among young people, enabling them to believe in their future and their own abilities. So, from a ‘problems and solutions’ perspective (which will also be discussed in more detail in section 4.2), our interpretation is that Brightful addresses difficulties for young people's in terms of their sense of meaning, their understanding of their own potential and their perceptions of themselves in a social context.

2.2. Ambitions and goals

The declared purpose of the project is to inspire young people in striving towards their future goals “through workshops, lectures and coaching” (Brightful statutes; our translation). This goal also indicates the activities entailed by the project.

The Brightful team of leaders have developed a simple handbook (see Appendix 2), which helps informing participants about the structure of the association and the forms of Brightful activities (and, thus, also helps them uphold the methodology). There, it is said that the vision of the association is for all young people to discover their future goals and to believe in their own ability: “We know that from having goals comes the incentive and energy of change, and this is what we want to raise in our members during our meeting” (Brightful handbook; our translation).

The guiding principle behind the work is to provide structured meeting opportunities for young people, where they can articulate and discover means of reaching their personal goals. In terms of the ‘target groups’ identified in WP7 (but with a slight modification of its wording) the ‘primary’ target group – the lower-secondary school students – could be said to consist of young people aiming to find *their own* ways of getting ahead. But in order to find their own ways, it is argued, they are helped by connecting with other young people who have already got ahead, inspiring them with their own stories, sharing examples and ideas, helping the school kids grow in self-confidence and an understanding of the importance of setting up and fulfilling their own goals. For the young people, it is about finding friends and being seen and believed in by other people.

The key to this work is the dual focus of the project: it involves young people who ‘need’ and other young (but somewhat older) people who ‘have’, but the outcomes of bringing these categories of people together is – generally speaking – a mutual sharing, creating the impression that the ‘needs’ addressed by this project are ones related to social connectedness and personal growth (rather than more specific needs in terms of finding employment, housing etc). These questions will be discussed below, in terms of what the outcomes may be for the two categories of participants (section 2.3) and whether the Brightful activities could be said to meet causes or symptoms of social problems, or more individually understood needs (section 4.2).

The team of leaders refer, somewhat playfully, to Brightful as an iPad, where everyone can use their own apps. Among the perceived ‘apps’ are different functions that Brightful has for the individuals, such as meeting new people, giving something back to society or finding something meaningful to do (Brightful founder, interview).

Since the declared outreach of the project is very general (“all young people”), and since in actuality the project bases its activities in only two schools, a discrepancy could be argued to exist between what the project aims to achieve and what is actually achieved in terms of outreach. This perceived discrepancy could, however, perhaps be understood more positively, in terms of a realism in understanding that Brightful’s resources (personal as well as monetary) are quite limited and that a successful program will have to remain focused on the groups and individuals that it may actually reach.

As will be discussed below (section 3.2), there is also a wish to refine and spread the Brightful practice to other places and social contexts. Brightful finds itself in a transition phase, and there are signs that new small steps towards the goal of approaching “all young people” will be taken in the near future.

2.3 Two groups of participants

The project works (primarily) with two different categories or groups of people. One is school students in the 8th and 9th school grades (15-16 years of age); the other is young adults (20-35 years of age) participating as *mentors*. These mentors may be students or other young adults, e.g. persons who have recently got a job.

Mentors are rather meticulously selected for the project. They can nominate themselves, showing their interest through the Brightful website or social media, but they then have to undergo interviewing to make sure that they show what the team of leaders consider to be the right motivation and approach to the work, i.e. who do not primarily seek personal benefits or something to add to their CVs but “a wish to give something back and an interest in the development of oneself as well as others” (Brightful handbook; our translation). They also

have to submit their criminal record from the police, to make any previous misdemeanours known (particularly offences relating to young people would disqualify them from taking part in the mentorship programme).

The school students receive their information about Brightful from leaders visiting their classes and are welcome to sign up for the activities. Since much less responsibility is put on them, they are not selected in the same thorough way. That they too have a personal motivation is, however, considered equally important as with the mentors, and the team of leaders have been discussing whether school kids participating should also, in the future, be chosen based on some kind of selection procedure. Such considerations indicate a dilemma related to the aforementioned discrepancy between the project's ambitions and actual outreach. Brightful is intended to be open for *everyone* (who belongs to the right age groups), but in fact – like with any similar kind of voluntary programme – there are thresholds keeping some people out of it, be it due to a lack of motivation, time or confidence to see oneself as part of that social context. Thus, it is likely that a certain amount of self-confidence may actually be a prerequisite for young people in finding their way to Brightful, and, if so, there may be individuals who would truly be helped by its activities but still remain excluded from them. A selection process could, from this perspective, be adding to the 'thresholds'. It could, however, possibly have a more rewarding effect if (through personal dialogue) it manages to motivate individuals who are undecided or feel insecure about taking the step to join Brightful.

The role of the mentors is to give back what they themselves have received – from society or more specifically from Brightful. It is, however, not just about giving; for this group it is obvious that taking part in Brightful events make them feel they continue to receive. As the founder of Brightful expresses it in one of our interviews: “What the students do, the mentors do also” (Brightful founder & communicator, interview). It is, therefore, interesting to see how the mentorship seems to take on quite an unexpected role in Brightful. It is not, as our information indicates, that the mentorship is just about helping (or guiding) the younger kids. In fact, it seems that the mentors sometimes have the most to gain themselves, partly because they take part in the same teambuilding/socializing activities but probably also because *being there for others* is such a fulfilling thing to do.

In the case of the school students, the leaders state that Brightful activities should not compete with what the school demands of them. Homework comes first, and one problematic issue that the team of leaders have had to deal with (particularly in one of the schools) is that the schools arranges supplementary tuition in the afternoons, which students who the school considers to be in need of it should prioritize before the Brightful activities (even if they would be helped by both). A solution to this problem may consist of school students switching supplementary tuition groups, to allow them to take part in both activities.

2.4 The performance of Brightful activities

In an interview, the founder of Brightful describes the activities of the project as “striving for the future but starting from the present”:

Instead of asking [the young people] “what do you want to become?” we ask them “what do you want to do today already?” /.../ Our focus is on studies, job prospects and hobbies. Those are our central questions. At the same time we want to connect them with the mentors. (Million Homes Programme Podcast, 2015)

In the introduction it was mentioned that Brightful activities follow a more or less fixed procedure, but this procedure could be seen as a means to establish a structure within which a flexible event can take place and a special atmosphere – or mood – be produced. In our conversations with the leaders of Brightful it has become clear that this ‘mood’ is, at least from one perspective, considered to be the project’s central quality, its ‘achievement’:

Our goal is not to reach an effect. We could talk about solving problems, but then the Brightful mood would be missing. (Brightful founder & communicator, interview)

In spite of the unwillingness of the leaders to talk of effects, they still discuss one effect as fundamental: *networking*. However, we interpret this as being very much in line with the perceived *mood* that the activities produce.¹

Running the mentorship programmes means that every month a workshop is arranged with the two groups – school students and mentors – participating. A Brightful workshop goes on for two hours and has four recurring points on its agenda:

- 1) Feedback: A brief session at the beginning of the meeting when the participants share information on what has happened since their last meeting. This is done by using an “action plan” where the participants reflect on what has happened, what they have learnt and where they also get to look ahead, setting up short-term goals for the coming month.
- 2) Teambuilding: This session consists of exercises consolidating mentors and school students into one group. The exercises are run by the group leader or by mentors.
- 3) Exercises and questions on a theme: Depending on the theme of the evening, the work is carried out by doing exercises and/or answering questions individually or in smaller groups.
- 4) Mentor story: A mentor shares their story of how their life has developed from secondary school until now. The purpose of this story is to show the effect of shifting life choices and how, at the end of the day, what matters is doing what you like. (Source: Brightful handbook)

Another important feature in these activities is what Swedes refer to as ‘fika’. ‘Fika’ is originally an inversion of the word ‘kaffe’ (coffee) which denotes an institution in Swedish life: the social/refreshment break without which no get-together is complete. To pay for ‘fika’ – and for the bus fares needed for the groups to get around town – is what Brightful funding primarily needs to cover (all ‘work’ in the project being done on a voluntary basis).

During its three years, Brightful has arranged 5 mentorship programmes, two of which have consisted of 40 participants and three with 20 participants (in all 140 persons). It should here be noted that a change in policy has occurred since the start of Brightful, with the originally large number of participants having been reduced in later mentorship programmes. In fact, for the coming years the intention of the Brightful team of leaders is to reduce the number of participants in each programme even further, because a smaller number of participants is considered to increase the quality of interaction in each group as well as the continuity in people’s participation. Too large a number of participants increases the risk of participants feeling ‘lost’ and unseen in the activities and, therefore, makes them more likely to quit the programme.

¹ The word ‘mood’ here is a translation of the Swedish word *stämning* (in German: *Stimmung*) which could denote the kind of common feeling or “buzz” that occurs when people get together and enjoy each other’s company.

Other – more rare – Brightful activities include workshops, lectures and participation in debates. It is obvious that, particularly the founder of Brightful, is a well-known and coveted public speaker and inspirer who is often invited to lecture or take part in seminars and panel discussions. There, she represents Brightful but also her own personality and brand of public entrepreneurship.

Around 300 people have been reached through external events like public seminars or lectures. As for the outreach of Brightful, it could also be noted that Brightful's followers on social media count, all in all, to close to 2000, with the majority of followers on Facebook (1200+).

3. Brightful as an innovative practice in its local and organizational context

3.1 The local context: city characteristics and initiatives for young people in Malmö

As has been shown in previous CITISPYCE reports (e.g. Grander, 2013), Malmö is a city with deep socioeconomic divides. The annual *Poverty Among Children in Sweden* report (Rädda Barnen, 2014) illustrates that Malmö is the Swedish municipality with by far the highest proportion of poor families with children (31.7 % in 2012), according to the definition of poverty used by Save the Children.² This situation means that every third child in Malmö is growing up in a family with parents who cannot support themselves financially. Poverty during childhood has a negative effect on the level of education, the need for financial support and the risk of becoming unemployed as an adult.

The percentage of young people who graduated from elementary school with grades that made it possible to enter upper-secondary school was 76.9 % in 2014. In some excluded areas of Malmö, 25 % of the students graduated with acceptable grades compared with 99.3 % in the most affluent areas. Without a proper education from upper-secondary school, the chances of finding a job are very low (Sveriges Kommuner och Landsting, 2012).

Youth unemployment in Malmö is one of the highest in Sweden due to a perceived mismatch between the relatively low standard of education among the youth workforce and the requirements for education from employers. The Swedish Public Employment Service is in charge of the Youth Guarantee policy in Sweden. The Youth Guarantee is for young people aged between 16 and 25 who are not employed for a period of four months or more. Youth Guarantee activities are individual and include mapping, coaching, internship, education, and support for those who want to start their own business (Swedish Public Employment Service).

The City of Malmö has established a Job Centre that is a complement to the employment agency (JobbMalmö). The Job Centre prioritizes young unemployed people, and training at the Job Centre is available for them. There are, however, several other initiatives exclusively for young people, a few examples³ of which are:

² This definition identifies poverty with a monthly family income lower than what is nationally defined as sufficient for basic consumption and living costs and the family receiving municipal income support.

³ The following examples have all been initiated by the City of Malmö. Should other civil society based activities have been listed as well, the list would have been considerably longer. It should, for example, be mentioned that the two main football clubs in Malmö (for men and for women; both top-ranking in their respective national football leagues) run employment projects of their own, supported by public agencies and other local actors.

- “Fenix”, where the main purpose is to help young people with difficulties to develop both personally and socially in order to support themselves in the future.
- “Young Achievement”, where young people get help with job searching, CVs, training for interviews, information, study visits etc.
- Subsidized work for a period of one year.
- Outreach programme to find NEETs (Not in Education, Employment or Training).
- Coaching for dropouts to get them back to school.
- Internships for young people who are not interested in going back to school.
- A follow up team that works closely with the school to help young students stay in school.

Young people (16+) have a good opportunity to get a paid internship at different events in Malmö, both private and public. Every summer the city provides 2,500 job opportunities during three weeks for young people aged 13-19.

In this context, the Brightful project distinguishes itself. Being aware of the problems that young people from disadvantaged backgrounds face – and their long-term consequences – the leaders of the project have focused not on helping young people find jobs, but on a different kind of ambition: helping them grow in self-esteem and in finding positive role models. So, in a city characterized by high levels of child poverty and youth unemployment, this project aims to increase the young people’s potential in a longer perspective.

In all its activities, Brightful has a clear Malmö focus. An important aspects for the young people taking part in its activities is getting to know their city. Therefore, Brightful activities take part at different venues across the city, and providing these meeting spaces is an important means for stakeholders and partners (municipal agencies, NGOs etc) to show their engagement in the project.

Malmö is the common present (and future) of this generation of young locals, but Malmö is also a city that for many has so far only revealed itself in part. We can recognize this theme from the CITISPYCE WP4 Malmö report (Grander & Alwall, 2014), which discusses the mental and physical barriers that prevent young people in a deprived area from moving around the city and make use of its resources. Social exclusion is about not having access, not just socially (or metaphorically) speaking but also in a very concrete, physical – or geographical – sense. So getting to know one’s city is not just a fun thing to do and a matter of learning. It also causes the life worlds of these young people – including their conceptions of their own place in the world – to grow.



Brightful mentorship programme workshop, held at 'The Garage' in Sofielund, February 2015. (Source: Brightful Facebook page)

3.2 The organizational context

According to its statutes, Brightful is a membership based association. It is possible to become an “active member” (free of charge) or a “supporting member” (at the low cost of SEK 50) of Brightful. Members are, according to the statutes, granted priority in participating in open lectures or workshops. (Source: Brightful statutes)

Brightful is evidently an *organized practice* (as distinguished from a *routine practice*). It is small-scale, started by young private individuals, and it receives limited external funding. Thus, it should be seen as a bottom-up initiative, stemming from the original ideas of private individuals and not induced by any public agency. Therefore, it has the appearance of a *grassroots* movement, and the origins of the association reflects its focus on sharing and self-organizing, but at the same time it could also be seen as a service provider, with the leaders of

the association keeping their control and with a somewhat vague distinction between user/client and member. Its internal structure gives the team of leaders a strong mandate to decide how things should be done. The leaders are, clearly, in charge of day-to-day operations.

The leadership of the association (here referred to as its ‘team of leaders’) consists of three young women: the manager, who is also the founder of the association, a recruiter and a person responsible for communication and collaboration. With this leadership structure comes a division of responsibilities: The *founder* of the organization is responsible for the overall running of operations and for special occasions when, for example, the organization is invited to lecture or take part in panel debates. It is the responsibility of the *recruiter* to recruit new mentors and school students for the mentorship programme and for the person responsible for *communication and collaboration* to find partners and sources of funding for the mentorship programme. Although the Brightful handbook states that the leadership should be open and flexible, i.e., that it can be changed according to needs, depending on what activities are decided on an annual basis, this leadership structure seems so far to have been uncontested.

So, Brightful is organized as a membership based association with a special focus on carrying out a mission (the mentorship programme), and it is difficult to make a clear distinction between what this organization *is* and what it *does*. To depict the organization in terms of both structure and operations, it seems reasonable to talk about three levels:

- 1) *The leaders*. As has been noted, the leaders are in charge. They are both initiators of activities and spokespersons for the organization.
- 2) *The activities*. The mentorship programme, which has been described above (section 2.4), forms the nucleus of what the organization *does*.
- 3) *The participants*. The participants are individuals meeting in groups, challenging themselves and each other, not so much with the question “what do you want to become?” but with the question “*who are you?*”. A fundamental idea behind Brightful is that one’s present being – one’s dreams, hopes and interests – is the key to the future. The mentors are seen as the inspirers and role models for the school students, but the inspiration they give is not primarily about what the younger persons can *do* in the future but what kind of persons they can *become*.

Outside the organization there are other stakeholders: public agencies (e.g. the schools on which the activities are focused, as well as other levels of the municipal and – to some extent – regional organizations). It has not been possible for us, in this report, to map these contacts and relationships. Suffice it to note, here, that the network of public, private and NGO actors that Brightful has established provides practical help in housing mentorship programme activities and giving presentations and guidance for the participants. Lately, some of these institutional actors (particularly the Skåne Region) have also provided financial support.

3.3 The context for innovation

When Brightful started off, its attention was turned to the school of Värner Rydén (*Värner Rydénsskolan*⁴⁴) in Rosengård, where the founder of the organization had herself been a student. A wish to give back to society – specifically to the kids from her old school – what she herself had received can be traced in her ambition to start the project, but it is obviously also the product of an entrepreneurial mind. The founder, with her background in an

⁴⁴ Värner Rydén (1878-1930), who has given name to this school, was a renowned school teacher and social democrat in Malmö, who later became Member of Parliament and Minister of Education.

underprivileged area and school in the city, has become known as a well-versed and inspiring spokesperson for a socially sustainable urban development, particularly on matters of young people, their life situations and future prospects.

The Brightful project could be seen as innovative in the sense that the forum activities – and thereby also the results/effects for the young people engaged in the programme – are created by other young adults, by putting forward (and taking advantage of) their positive, social potential. When asked directly about the project's innovativeness, the founder dodges somewhat, arguing that 'innovation' sticks out as a very strong word. What is innovative – meaning *different* – about the project is, she says, that “we are simply not into the ‘adept-mentor’ thing but are directing ourselves towards everybody being able to be each other’s mentors or role models” (Brightful founder, interview).

The project can clearly be associated with the criteria of social innovation put forward within CITISPYCE, especially the criteria regarding Trust (young people being involved, both as participants as well as mentors), Democracy (young people setting the agenda for the programme and therefore also the results) and Approach (using the potential of young women and men), and to some extent also Welfare (a number of different sectors/actors being involved in the project in different ways).

4. Brightful as a case in light of CITISPYCE objectives and categorizations

4.1 The outreach, possible scaling and transferability of Brightful

One could ask what factors contribute in making a young person determined to join – or stay outside – Brightful. Some positive features are evident: Brightful activities are considered fun, they allow young people to socialize with others and they provide opportunities for learning and self-reflection. There is reason to believe that apart from Brightful, at least in these parts of the city, there is a lack of such opportunities for people in these age groups. As the WP4 report from Malmö showed, there are numerous activities arranged for and by young people in Malmö, also in disadvantaged areas of the city (Grander & Alwall, 2014). In this context, however, Brightful may stand out because of its non-specific (or non-instrumental) ambitions. Brightful activities do not require any interest in a particular sport, music or other leisure activity or cultural form of expression; they are not *about* anything particular, other than the young people themselves: their present and future, plans, hopes and dreams. This could be a good thing for young persons who lack inclination for the kinds of specific activities arranged by many other clubs or associations, while, on the other hand, persons who have such specific interests may feel that their time is better spent in pursuing these interests or improving their specific skills.

It is, therefore, obvious that the Brightful design does not fit all. Another reason for this may be that a number of young people are already involved in different leisure activities – sports, music, clubs, interest groups etc – or that they simply have not seen Brightful activities as being sufficiently attractive to them. Another reason may be that the Brightful activities collide with other school or family obligations.

The potential for transferring the project into another setting and context lies at the very core of the project: working with young people by involving local actors and local role models in the surrounding milieu. The Brightful project should, therefore, have transferability potential,

because its activities have a straightforward – yet unusual – layout and because it addresses very basic themes for young people on their way of becoming adults and finding their place in the world.

Equally clear is, however, the fact that the Brightful leadership has so far chosen to expand the project only slowly and cautiously, principally by adding one more Malmö school to its catchment area.

Our study of Brightful provides us with too little information to be able to discern how the ‘spreading of the word’ takes place and how well known Brightful is among young people in the selected areas of the city. It is likely that it is well known among students in the two schools taking part in the project. These students have been visited by Brightful leaders in their classes and have surely also been told about it by other students or staff members at the school. The fact that Brightful has been able to involve at least 20-40 young people annually – groups consisting of both school students *and* mentors – indicates that there is a continuing interest among these young people. Equally likely is, however, that the project is much less known in other parts of the city. So, Brightful has a basis that could be considered very local.

In our latest conversation with the founder of Brightful, she has indicated that the autumn of 2015 will bring new perspectives to the project and its development, aiming at a gradual expansion of its activities. Brightful is, she says, “ready for an upscaling and transfer” (Brightful founder, interview). An important work for the coming year will be to develop strategies for this upscaling, e.g. by creating a new and expanded handbook that could help others set up activities in other places – in major cities as well as in smaller towns. It is the Brightful *ideas* and *methods* that they aim to spread geographically, not their own personal engagement, which will continue to be focused on Malmö. So, ideas about upscaling the project have been discussed, but decisions about it remain to be made and put on paper. Whether *Brightful* will remain the ‘trademark’ for these up-scaled (or transferred) activities – and, if so, how the control of this branding will be upheld – is not yet known (and perhaps not yet thought out).

4.2 What does *Brightful* address?

As has already been mentioned, it is our interpretation that Brightful addresses – and aims to develop – ‘generic’ qualities in its participants. If these could be linked to particular needs, those would be needs for positive role models and – in a more general sense – becoming *connected*. For 15-16 year-olds, adult life is only beginning to reveal itself, but certain hopes and ambitions for the future are likely to have already taken form. It is in this context that the question of role models becomes important. The concept of ‘role model’ may appear as something of a cliché, but for young people in a district like Rosengård there is clear risk that the people with whom they can identify – family members, friends or neighbours – are people who do not have a job, lack adequate education or training to be sought-after by in the labour market and, therefore, lack self-confidence in these respects. The *problems* of unemployment and inadequate schooling do themselves have causes linked to the functioning of the economy and labour market and the distribution of welfare resources, but they also have consequences, not only in the form of socioeconomic deprivation and inequality but also, for example, in the form of low self-esteem. And such social-psychological consequences, in turn, become causes of new generations being locked into the same structures and recurring patterns. If the mental image you have inherited is that there is nowhere to go, how can you find a way out of these conditions? It is precisely in countering this mode of thought that an intervention like Brightful may have effect.

The question asked in the heading of this section – “What does Brightful address?” – could be divided into two sub-questions: “Does it address problem causes or symptoms?” and “Does it address societal ills or individual needs?”

We have found no clear-cut answer to the first sub-question. Brightful addresses consequences of structures of social inequality in the city, where the prospects for young people in certain areas are considerably worse than in other areas. The unequal distribution of life prospects has in itself societal causes, but it also produces effects that become causes (on a mental or symbolic level) for new generations to become stuck in the same patterns of dependence and exclusion. In *this* sense – although perhaps in this sense only – Brightful addresses *causes* of young people’s exclusion. In other respects, it should probably best be understood as a symptom reliever.

The second sub-question should be easier to answer. Brightful does not, at least in no direct way, address societal ills, if we by societal ills mean deep-seated structural patterns of inequality and exclusion. Its focus is not on social or political change but on personal growth. Thus, it is individual needs – and individually *perceived* needs – that are the motivating factors for young people to become engaged in Brightful activities. Of course, this observation does not exclude the possibility of individual growth contributing to patterns of change that may – in a longer and cumulative perspective – contribute to remedy societal ills as well.

4.3 Innovativeness and success for Brightful: what does it take?

In the WP2 final report (Stigendal, 2013) seven so-called “prospects for social innovations” were identified. Of these prospects, the third (overcoming uncertainty), fifth (supporting civil society to become complementary), sixth (strengthening the rights of young people) and seventh (taking advantage of young people’s positive potential) could – to a greater or lesser extent – be said to be met by the Brightful activities, albeit the fifth prospect perhaps only in an indirect way (by forming ‘bonding’ social capital among the young people that could help them advance in other civil society engagements).

In the continued work on CITISPYCE work packages in Malmö, the seven original prospects were developed into five questions, the answers to which may help clarify the conditions under which a project/practice/activity may function as a social innovation (see Grander & Stigendal, 2015, p. 27, and Allwall & Grander, 2014, p. 30). Among these questions, particularly one (question 3) could be discussed in relation to a future strategy of scaling up and/or transferring the Brightful project. The question goes:

How is it possible to retain the potential of young people when ownership and management of a social innovation is transferred from being self-organised by young people to being managed by an administration within the municipality?

Not knowing whether such a development has ever been discussed (but being aware of it having happened in other cases), it is our understanding that a transfer of ownership and management of the project from young people to the city administration would be an unlucky turn of events for Brightful. Brightful is to such a high extent identified with the entrepreneurship and motivation of young people that such a change of ownership would be likely to do damage to its image. Furthermore, there would be a risk of the project (at least over time) losing its non-instrumental qualities. There is a need for projects organized in this fashion and following these kinds of objectives, and other projects can fill the role of doing what Brightful does not (e.g. providing opportunities of training or searching for jobs). In

terms of ‘upscaling’, this indicates that Brightful should not become a city-run or city-covering project, and that it should not – as a model – be part of a comprehensive policy on the city level. This, however, does not exclude elements of the Brightful rationale from being able to form constructive elements in such a policy.

In terms of the indicators identified in the WP7 guide for evaluation (Sirovatka et.al., 2015), we clearly identify Brightful with the *subjective* indicators (e.g. self-confidence, motivation and personal development), as distinguished from ‘objective’ indicators (referring to practical/material or institutional conditions). This should not be interpreted as only having to do with meeting *individual* needs. Brightful is about individual growth, but also about building a community (and social capital within it), and the project can be considered successful if it manages to let these processes go hand in hand.

5. Final reflections

In this final section, the important points from this report on the Brightful project are summarized briefly.

5.1 The role and outcomes of the project

The role of the Brightful project is to bring young people (school students) into contact with slightly older young people (mentors) and, thus, help them learn from each other’s experiences, set up individual goals and identify means of following these goals. The project does not specifically address inequalities among young people, although indirectly it acknowledges their existence, since without them the needs Brightful is trying to meet would be much less obvious.

The outcomes of the Brightful project have in this report mainly been labeled ‘generic’, meaning that the project advances the kind of qualities in young persons that could be seen as prerequisites for further advancement in education or work, or, more generally, in entering adulthood as a self-reliant person. These qualities are to do with meaning-making and identity building; the Brightful activities contribute in making the participants more confident, better understanding who they are in relation to other people and being better socially connected.

5.2 Innovation and success factors

What is innovative – or at least different – in Brightful, in comparison with many other projects, is, on the one hand, its focus on ‘group mentorship’ and, on the other, its focus on its participants acquiring long-term capabilities such as a growing capacity to set up goals for the future and identifying with, and learning from, other people. Thus, it has a potential-orientation that we, in CITISPYCE, identify with a capacity for innovation. As the most significant success factors for the project we see the degree of participation, self-governing and engagement of young people. “The secret”, says Elin Dagerbo, who has written a piece about the starting of Brightful, “lies in honest intentions, feeling passionately about the issue and being well established within the target group” (in Dagerby & Ohm, 2012, p. 49)

5.3 Policy recommendations

Brightful has here been studied as an ongoing project, which has existed for three years and which has already found a form that seems to fit both its participants and its resources. In policy terms, our only recommendation is that this project should be allowed to continue its work (with the aid of schools and other public facilities) and develop according to its own circumstances. Its growth should be ‘organic’, i.e., following its own internal dynamics, and if it has the capacity to spread to other places, we believe this will happen.

We detect no apparent need of ‘implementing’ this project as part of a more general or comprehensive city policy, although its focus on generic qualities, supporting individuals and peer-learning through social interaction are features that other, more instrumentally oriented projects could probably also gain from adopting. Our point in drawing these conclusions is mainly that once an initiative like this becomes a ‘model’, there is an apparent risk of it being expected to meet different (or higher, or more specific) goals than it really has a capacity to. On the other hand, initiatives of Brightful’s sort may serve a different kind of role in policy-making, in helping new, more potential-oriented approaches to develop and spread into other areas of public action.

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- Swedish Public Employment Service (Arbetsförmedlingen): <http://arbetsformedlingen.se> (accessed 2015-06-08)

Documents

- Brightful statutes (Appendix 1)
- Brightful handbook (Appendix 2)

Interviews

- Brightful founder & communicator (2015-03-09)
- Brightful founder (2015-06-10)

Appendix 1

BRIGHTFUL

STADGA FÖR BRIGHTFUL

Antagen på årsmötet 2014-03-08

§1 ORGANISATION OCH SYFTE

mom. 1 Föreningens juridiska namn är Brightful.

mom. 2 Brightfuls syfte är att inspirera och hjälpa barn och unga att sträva mot sina framtidsmål genom workshops, föreläsningar och coaching.

mom. 3 Brightful är partipolitiskt, ideologiskt och religiöst obunden.

mom. 4 Brightful har sitt säte i Malmö.

§2 MEDLEMSKAP

mom. 1 Det finns två typer av medlemskap i Brightful. Medlemskapet är öppet för alla och som medlem räknas man som aktiv.

- Medlem: som är gratis
- Stödmedlem: som kostar 50 kr

Båda medlemskap gäller per verksamhetsår och stödmedlemmar får förtur till öppna föreläsningar och workshops.

mom. 2 Man kan bli medlem i Brightful skriftligen via styrelsen.

§3 ÅRSMÖTET

mom. 1 Årsmötet är Brightfuls högst beslutande organ.

mom. 2 Styrelsen ska kalla medlemmarna till årsmötet minst fyra (4) veckor innan årsmötet äger rum.

mom. 3 Alla motioner ska vara inlämnade till styrelsen minst två (2) veckor före årsmötet. Alla handlingar det vill säga minst:

- Propositioner
- Motioner och motionssvar
- Verksamhetsberättelse
- Bokslut

ska finnas tillgängliga för medlemmarna minst en (1) vecka före årsmötet.

mom. 4 Alla medlemmar i Brightful har yttranderätt, förslagsrätt och rösträtt på årsmötet.

mom. 5 Åtminstone dessa punkter ska behandlas under årsmötet:

- Mötets öppnande.
- Val av ordförande, sekreterare, justerare och rösträknare för årsmötet.
- Fastställande av röstlängd
- Fråga om mötet blivit utlyst enligt stadgarna.
- Fastställande av dagordning
- Presentation och godkännande av verksamhetsberättelse och bokslut.
- Fråga om ansvarsfrihet för den avgående styrelsen.
- Behandling av propositioner och motioner
- Val av
 - o Ordförande.
 - o Resterande styrelse
- Årsmötets avslutande

mom. 6 Verksamhetsåret kallas tiden mellan två årsmöten. Redovisningsåret för ekonomin är det 1 januari – 31 december.

mom. 7 Alla handlingar samt mötesprotokoll från årsmötet ska vara utskrivna, justerade och finnas tillgängliga för medlemmarna senast fyra veckor efter årsmötets slut.

mom. 8 Ett extra årsmöte ska hållas om styrelsen eller en majoritet (mer än hälften) av medlemmarna begär det.

mom. 9 För det extra årsmötet gäller motsvarande stadgar som för det ordinarie årsmötet.

§4 STYRELSEN

mom. 1 Styrelsen är ansvarig för Brightfuls förvaltning och verksamhet mellan årsmötena.

mom. 2 Styrelsen väljs av årsmötet och består av en ordförande och ett jämnt antal ledamöter.

mom. 3 Styrelsens uppgifter är att:

- Se till att årsmötets beslut verkställs
- Se till att stadgarna följs
- Förbereda nästa års årsmöte och lägga fram verksamhetsberättelse och bokslut samt proposition på verksamhetsplan till årsmötet
- Sköta Brightfuls ekonomi

mom. 4 Styrelsen sammanträder ifall ordförande eller en majoritet av ledamöterna sammankallar. Styrelsen kan fatta beslut om minst hälften av styrelsemedlemmarna är närvarande.

mom. 5 Styrelsen utser inom sig en vice ordförande. Om ordföranden avgår, tar vice ordföranden över dennes post.

Styrelsen väljer då inom sig en ny vice ordförande.

§5 OMRÖSTNING

mom. 1 Om inget annat skrivits i stadgarna gäller enkel majoritet vid omröstning. Alltså krävs mer än hälften av rösterna för att ett förslag ska vinna. Väljer någon att inte rösta, det vill säga att lägga ned sin röst i en fråga så räknas inte denna.

mom. 2 Omröstning sker i första hand per acklamation (ja-rop). I andra hand per votering (handuppräckning) om så begärs och i tredje hand räknas rösterna om rösträkning begärs.

mom. 3 Vid lika röstetal vinner den mening som organets ordförande eller dennes ersättare förespråkar. Ifall denne avstår från att ta det beslutet, eller inte finns på plats, avgörs omröstningen genom lottning. Detta gäller dock inte vid personval.

§6 FIRMATECKNING

mom. 1 Styrelsen ska inom sig utse två personer till att teckna föreningens firma.

§7 UTESLUTNING

mom. 1 Endast årsmötet kan utesluta en medlem i Brightful ifall denne motverkat Brightfuls syfte som det kommer till uttryck i stadgan eller på annat sätt allvarligt skadat Brightful.

mom. 2 Beslutet måste tas med minst två tredjedelars majoritet.

§8 TOLKNING AV STADGAN

mom. 1 Om man inte kan komma överens om hur stadgarna ska tolkas är det styrelsens tolkning som gäller.

mom. 2 Beslutet om tolkning gäller fram till nästkommande årsmöte, där frågan ska avgöras.

§9 ÄNDRING AV STADGAN

mom. 1 För att ändra i stadgan krävs två tredjedelars majoritet av årsmötet.

§10 UPPLÖSNING

mom. 1 För att Brightful ska kunna upplösas måste det föreslås skriftligen i en motion till ett årsmöte.

mom. 2 Om ett årsmöte beslutar att upplösa Brightful ska samma årsmöte besluta vad som händer med Brightfuls resurser.

Appendix 2

OM BRIGHTFUL

Brightful har en vision om att alla unga ska ha ett mål med sin framtid, och våga tro på sin egen förmåga. Vi vet att ur mål kommer drivkraft och energi att förändra, och det vill vi väcka hos våra deltagare under våra träffar.

Organisation och medlemskap

Brightful (802459-5988) är en ideell förening som startades 2012. Brightfuls högst beslutande organ är årsmötet som väljer styrelse som i sin tur väljer en ledning som arbetar med verksamheten. Det finns två sorters medlemskap, enligt nuvarande stadga (2015), betald medlemskap som kostar 50kr och gratis medlemskap.

Styrelsen

Styrelsen väljs in av årsmötet. Enligt stadgan ska styrelsen bestå av en ordförande och ett jämnt antal ledamöter.

Ledningen

Ledningen består av en verksamhetsansvarig, rekryterare och samarbetsansvarig (2015). En verksamhetsansvarig är ansvarig för huvudsakliga verksamheten samt det som sker i mindre utsträckning såsom föreläsningar, paneldebatter m.m. Rekryterare ansvarar för att headhunta och rekrytera mentorer och elever till mentorskapsprogrammen. Samarbetsansvarig ansvarar för att hitta samarbetspartners och finansieringsmöjligheter till mentorskapsprogrammen. Både mentorsrekryteraren och samarbetsansvarig jobbar tätt ihop med verksamhetschefen för att arbeta efter de verksamhetsplan som anslås på årsmötena.

Ledningen kan se olika ut med olika ansvarsområden beroende på vad organisation har för behov under de olika verksamhetsåren.

VERKSAMHET

Mentorskapsprogrammet

Brightfuls huvudsakliga verksamhet är ett mentorskapsprogram för elever i åk 8- 9 och öppna träffar för alumni och medlemmar som är elever i gymnasieåldern och uppåt samt mentorer. I dagsläget finns mentorskapsprogrammet i Malmö på Värner Rydénskolan (sedan 2012) och Östra Skolan (sedan 2014).

Ett mentorskapsprogram löper under ett läsår, från september till maj, med träffar ungefär en gång i månaden. De två första träffarna är alltid på elevernas skola för relationsskapande och därefter är vi på olika platser i Malmö såsom arbetsplatser, gymnasieskolor/universitet eller allmänna platser som t.ex. Stadsbiblioteket. I varje program går 10 mentorer och 10 elever.

Mentorskapsprogrammets innehåll

En träff pågår ca 2 timmar och en träff har fyra återkommande moment:

- Återkoppling: En stund i början då deltagare får återkoppla kring vad som har hänt sedan sist de träffades. Detta görs genom en handlingsplan där de reflekterar över vad som har hänt, vad de har lärt sig sedan sist och samt blicka framåt för att sätta upp kortsiktiga mål för kommande månad.
- Teambuilding: Övningar som sammanför mentorerna och eleverna till en och samma grupp. Dessa hålls av antingen ledaren i gruppen eller av mentorer.
- Övningar och frågeställningar kring ett tema: Beroende på vad träffens tema är arbetas det kring övningar och frågeställningar som de arbetar med individuellt eller i mindre grupper.

- Mentorsberättelse: En mentor får under ca 15 minuter berätta sin resa från högstadiet till idag med syfte till att visa hur ofta valen förändras och att i slutändan handlar det om att man ska göra det man tycker om.

Planering av mentorskapsprogrammet

1. Analysera

Hur många program/skola ska genomföras?
 Hur många mentorer och elever behöver vi?
 Vilka platser kan vi vara på?

Samtliga frågeställningar utgår från främst finansiella resurser och intresse.

2. Rekrytering

Rekrytera och headhunta elever och mentorer parallellt. Det är viktigt att det är lika många elever som mentorer i varje grupp och att samma rekrytering genomförs. Samtliga rekryteringar ska ske senast en månad innan programmen sätter igång.

3. Innehåll

Processledare planerar och genomför träffarna som utgår från de olika momenten. Samtliga platser som träffarna ska vara på ska bokas så tidigt som möjligt. Busskort ska fyllas på och all fika köps in innan eller, om det är möjligt, beställas så att det är på plats.

Under mentorskapsprogrammet

1. Dokumentation

Samtliga träffar ska dokumenteras i form av bild/video som används för att sprida ordet om Brightful på sociala medier.

2. Uppföljning

Eleverna och mentorerna fyller i dokument för att reflektera över den senaste månaden och samtidigt blicka framåt. Syftet med detta är att samtliga ska kunna lyfta fram bra saker som har hänt men även något nytt man har lärt sig om sig själv eller något praktiskt. Därefter blickar man framåt och sätter upp mål för vad man ska göra kommande månaden och vilka värderingar man väljer att fokusera på.

3. Utvärdering

Innan träffarna avslutas har samtliga möjligheten att dela med sig om vad som har varit bra med varje träff och vad som har kunnat göras bättre. På så sätt får vi veta vad som funkar och inte funkar ur deras perspektiv. Vi utvärderar även deltagarnas resor genom programmen de deltar i genom semistrukturerade intervjuer.

MENTORSREKRYTERING

Målgruppen består av unga vuxna mellan 20-35 år gamla som är studenter eller yrkesverksamma som är bosatta i Malmö med omnejd. Många är på väg mot sina stora visioner men som gärna vill ge tillbaks tid till samhället.

Belastningsregister

För att skapa en trygghet i Brightful är det viktigt för oss att samtliga som söker till oss skickar in utdrag ut belastningsregistret.

Ansökningsprocess

Inför varje termin utlyser vi lediga platser inom de olika programmen. Detta görs genom sociala medier och hemsidan. Kandidater får fylla i en ansökan som går direkt till styrelsen. Ansökan består av frågor som ska besvaras. De förändras efter varje omgång men fokus ligger på vad man har gjort tidigare, vad man gör nu och vart man vill i framtiden.

Intervjuer

Därefter sållar vi potentiella kandidater och låter de gå vidare till intervjuer. Detta gör vi för att de ska få en bättre bild av Brightful och att vi ska få en bättre bild av vad de kan bidra med i Brightful. Vi har inga särskilda krav vad gäller egenskaper men det är inte en hemlighet att vilja att ge tillbaks och intresse för utveckling både för sig själv och andra brukar avgöra. Man går helt enkelt inte med i Brightful för att primärt fylla ut en rad på sitt CV.

Intervjuerna sker under väldigt avslappnade former där vi inleder med att svara på väldigt vanliga frågor såsom hur ofta man träffas, om man kommer få kontakt med en elev, vad som händer om man inte kan komma på en träff m.m. Innan intervjuens slut frågar vi återigen om kandidaten är intresserad av att vara mentor i Brightful och om så är fallet så är de med!

Mentorsträffar

Innan varje termin träffas samtliga mentorer från alla program för att träffas, lära känna varandra och lära känna Brightful. Gamla mentorer ger tips och tricks och de nya välkomnas med öppna armar. Det sker under avslappnade former och olika metoder används för att så många ska kunna mötas under en kort tid på kvällen.

Mitt i terminen träffas mentorerna återigen för att reflektera, tipsa om förbättringar och komma med egna förslag som de vill genomföra.

METODER UNDER MENTORSTRÄFFAR

World Café

Under mentorsträffar genomförs diskussioner i form av World Café som innebär att samtliga delas in i mindre grupper som får diskutera varsin frågeställning under ett visst antal minuter. Därefter byter samtliga plats till en annan frågeställning och genomför samma process där. Varje frågeställning ska ha en ansvarig som ansvarar för att det som diskuteras antecknas ned på ett stort papper och för att återberätta för nästa grupp som går med. Grupperna behöver inte rotera runt tillsammans utan deltagarna får spridas och välja själva vilka frågor de vill diskutera.

Teambuilding

Vi genomför även en rad olika övningar för att mentorerna ska mötas över programmen genom att be dem sätta sig med någon de inte har pratat med så mycket tidigare och t. ex. komma på 20 saker de har gemensamt under en kort minut. Övningarna byts ut efter träffarna och ibland är det mentorerna som håller i dem.

ÖVRIGA TJÄNSTER

Brightful anordnar även öppna workshops, föreläsningar och deltar i debatter, men detta sker i mindre utsträckning. Detta sker oftast i samband med stora konferenser eller andra happenings i Malmö.