

A study of The Nightingale mentoring in Malmö

- Researcher: Lars Lagergren, Malmö university.
- The Study:
 - The purpose of the study is to understand and discuss how the Nightingale mentoring in its core activity meets the set goals from both a participatory and operational perspective.
 - Material:
 - Documents, evaluations, research / reports concerning the mentoring in Malmö.
 - Narratives collected orally from interviews, focus groups or in writing through mails and letters. 36 former "mentor children" and 27 former mentors. Conversations with Carina Sild Lönroth.

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- Malmö university's aims and goals for the mentoring:

- 1997 – 2015

The children: Get increased opportunity to create a good self-esteem.

Get an adult role model, a student at Malmö University.

Gain new experiences and knowledge in a relationship with a university student

The Mentors: Shall have the opportunity to be an adult role model in a close relationship with a child.

Gain insight into a child's life and thereby increase knowledge, understanding and empathy for different conditions.

Shall have a complement to their university education, "knowledge you cannot get through books".

- Aims on an individual level.

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- Aims and goals for the mentoring 2016 -
 - Contribute to broader recruitment and inclusion at Malmö University.
 - Contribute to mutual exchange and integration in the City of Malmö.
 - Contribute to the development and learning of school students and university students.
- Aims and goals on a policy level.
- The City of Malmö has similar goals over the years. One difference is that the City highlights a target group:
The Nightingale plays a social function for newly arrived children and families who, through their mentor, can expand their contact network and stimulate the language while giving the mentors the opportunity to get to know our "new Swedes".

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In numbers:

- 1388 mentoring pairs 1997 – 2018/19
- On average 85% of the mentoring pairs completed their periods (78% the last the years).

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- Results:
- 58 of the 63 narratives are to a varying degree positive, from "a life changing experience to "we had fun at the time".
- The five negative narratives talks of a disinterested mentor or a child who is unable to receive what the mentor want to give.
- Former children share that their self esteem changed for the better (a clear majority), learned about the city and of the university (majority), they got help with their swedish (a few).
- 15 of 36 says that they study or have studied at universty.
- Former mentors share that they learned about the world from as childs perspective, the everyday life of families who live under quite different social conditions that they are used to themselves and leadership.

Conclusions

- From a participant perspective, it can be stated that the Nightingale mentoring activities over the years have met the set goals and objectives, both at the individual and the policy level.
- From an operational perspective, it is also possible to ascertain that set goals and objectives are met, both at the individual and policy levels.

What can explain the good results? The answer is to find out how the activities are organized:

The mentoring activities are characterized by structure and clarity, which is a prerequisite for maintaining a high quality of the key elements of a mentoring program; recruitment, selection, interviews and control of applicants as well as education, support and supervision. These key elements are crucial for developing good relationships between mentors and children.

Nightingales mentoring activities show all the elements that define a "learning organization". The activities are well-structured in that they are well-tried and secure in changes. Expansions of various kinds are handled in the same secure manner as cuts. Operations are adapted to staffing. It is likely that the number of mentor pairs during an operational period reflects an optimization of available human and financial resources.

Nightingale mentoring works continuously to ensure that they meet their goals and set of goals. The work towards ensuring a positive outcome for each of the mentor pairs has been ongoing from the start and is still ongoing.

Final key words

- Curiosity
- Respect
- Structure
- Clarity
- Presence