

GRU-13-P-LP-102-TR-UK

# Initial Report on Cultural Context, Social Exclusion and Adult Engagement

## Partners:

KALEIDOSCOPE ENTERPRISE LIMITED,  
HATFIELD, UK - UNITED KINGDOM (Coordinator)



ASOCIAȚIA CONSULTANȚILOR ÎN DEZVOLTARE COMUNITARĂ  
– ACDC, GEMENEA, SUCEAVA, RO – ROMÂNIA (Partner)



SİVAS İL MİLLÎ EĞİTİM MÜDÜRLÜĞÜ, SİVAS, TR - TURKEY  
(Partner)



OZ ZIPS, LEVOCA, SK – SLOVAKIA (Partner)



KILCOOLEY WOMEN'S EDUCATION AND DEVELOPMENT  
GROUP (T/A KILCOOLEY WOMENS CENTRE), BANGOR, UKN0 -  
NORTHERN IRELAND (Partner)



INSPECTORATUL ȘCOLAR JUDEȚEAN TELEORMAN,  
ALEXANDRIA, RO – ROMÂNIA (Partner)





## CONTENTS

### INTRODUCTION

|   |       |
|---|-------|
| 1. Purpose  | p3    |
| 2. Background                                       | p3    |
| 2.1 What is mentoring? What is community mentoring? | p3    |
| 2.1.1 What is mentoring?                            | pp4-7 |
| 2.1.2 What is Community Mentoring?                  | p7    |
| 3. Why Community Mentoring?                         | p8    |
| 4. Social Exclusion in the European Context         | p8    |
| - Diagram Europe 2020 indicators                    | p9    |
| 5. Need for a Unified or Common Approach            |       |
| - Acknowledgements                                  | p10   |
| - Footnotes and References                          | p11   |

### PARTNERS SOCIAL CONTEXTS

|  |         |
|--|---------|
| 1. Kaleidoscope Enterprise                           | pp12-14 |
| 2. ACDC Romania                                      | pp15-17 |
| 3. Oz Zips   | pp19-19 |
| 4. Sivas Provincial Directorate of Central Education | pp19-20 |
| 5. Teleorman Schools Inspectorate Department         | pp21-22 |
| 6. Kilocooley Womens Centre                          | p23     |



## INTRODUCTION

### 1. Purpose

Partners from six EU regions have come together to promote the technique of community mentoring to tackle social exclusion.

Before this project, none of the partners had ever heard of the other, let alone worked together before. It is for these basic reasons that this report serves as both a more in-depth introduction of the partners and their “contexts” to the rest of the partnership as well as an introduction of the project to our wider stakeholder audience.

It has been a revelation to discover how colleagues from such diverse institutional and cultural backgrounds can co-operate for mutual benefit and yet also be constrained by their socio-political and economic environments from implementing identical strategies and solutions no matter how innovative or radical.

### 2. Background

Kaleidoscope Enterprise Limited (KEL) the lead organisation of the EU Community Mentoring for Social Inclusion Grundtvig Partnership, has been running mentoring programmes for a number of years and through this European project, KEL seeks to explore, develop and promote the relevance of a **community mentoring** model for addressing **social inclusion/exclusion** issues in communities in partner countries.

To achieve this general objective, partnership members and their wider audience need to have a basic appreciation of the cultural and socio-economic environments in which partners operate, who their “socially excluded” service-users are and why and who they are targeting to become community mentors. This report is the outcome.

Beyond this, the partnership needs to agree (and where necessary translate) a common practice framework that can be tailored to suit the needs of different partners and socio-economic and cultural contexts and upon which mentoring schemes and mentor development can be based, while remaining true to the idea of **community mentoring**.

Mentoring is not a new concept in the UK or in Europe and as a development tool is well-established in business and education. However, for most partners in the project it is an entirely new approach - to train and develop volunteers in the community to mentor others in the community.



## 2.1 What is Mentoring and what is *Community Mentoring*?

### 2.1.1 What is Mentoring?

Mentoring is not an event like a training course - it is a process entirely dependent on the relationship the mentor and the mentee create together. This could take the form of regular 1:1 or group meetings which can be highly structured or informal depending on the goals of the mentoring relationship. It is an empowering process.

Mentoring in an organizational context is rarely a critical part of an individual's role, but rather an extra element that rewards the mentor with fresh thinking as well as the opportunity to transfer knowledge and experience (wisdom) to a colleague or new generation. However in the community mentoring scenario, the mentor will have no other role in relation to their mentee and in this sense plays a potentially "critical" role. This difference and others will be explored throughout the partnership project. For now, we concentrate on the mentoring concept.

Mentoring can be confused with other interventions. Some key **differences between coaching and mentoring** for example, are:

|                   | <b>Coaching</b>  | <b>Mentoring</b>   |
|-------------------|--|--|
| <b>Goals</b>      | To correct inappropriate behaviour, improve performance, and impart skills as an individual accepts a new responsibility | To support and guide the personal growth of the mentee                             |
| <b>Initiative</b> | The coach directs the learning and instruction.  | The mentee is in charge of his or her learning.                                    |
| <b>Focus</b>      | Immediate problems and learning opportunities  | Long-term personal development   |
| <b>Roles</b>      | Heavy on telling with appropriate feedback   | Heavy on listening, providing a role model, and making suggestions and connections |



### 2.1.2 The Nature of the Mentoring Relationship

The nature of the mentoring relationship is dynamic, in the sense that it:

- Will be different according to the circumstances, purpose, and personalities involved
- Involves over time
- May take and adjust its shape along a spectrum defined by two very different philosophies or models of mentoring

### 2.1.3 Maintaining Relationship Quality

With the mentoring relationship being dynamic and this creates a great deal of variation in how individuals approach their roles; however, there are certain factors that will affect the quality of the relationship.

- Goal clarity—there needs to be a sense of purpose to the relationship.
- The ability to create and manage rapport—It is important that there is an alignment of core values between the mentor and mentee, both in terms of initial attraction or liking and in sustaining the relationship over time. However, partnering individuals with too many similarities can cause problems. The rapport-building process encompasses the skills of accepting and valuing difference as a fundamental learning resource.
- Understanding of the role and its boundaries—Clarity must be maintained that the mentor will not assume a directive or managerial role.
- Voluntarism—both participants have to want to be part of the relationship.
- Basic competencies on the part of the mentor and mentee—both parties must bring some skills and attributes to the table. The aim should be to improve these skills over time through the learning dialogue.
- Proactive behaviors by mentee and developmental behaviors by the mentor—The mentee needs to take the initiative and the mentor must not be directive.
- Measurement and review—The mentor and mentee need to take time to review the relationship. Having a regular open dialog that focuses on how to improve the relationship is a key factor. Assess how to make the relationship more valuable and reaffirm the commitment.

### 2.1.4 Evolution of Relationship

There should be five distinct phases in maintaining a quality mentoring relationship. The chart below shows the relationship of the intensity of learning and value added from a mentoring relationship over time.



The five phases are:

### **Phase 1: Building rapport**

The mentor and the mentee are exploring if they can work together. They are determining the alignment of values, establishing a mutual respect, agreeing on the purpose of their relationship, and establishing the roles and expectations.

### **Phase 2: Setting direction**

This phase is all about goal setting. Whereas in phase 1, they were establishing a sense of purpose, here they are determining what each of them should achieve through this relationship.

### **Phase 3: Progression**

This phase is longest of the five. Here the both the mentor and mentee become more comfortable about challenging each other's perceptions, and they explore issues more deeply and experience mutual learning. Also, the mentee takes an increasing lead in managing the relationship and the mentoring process itself.

### **Phase 4: Winding up**

This occurs when the mentee has achieved a large amount of his or her goals. The mentee begins to plan how to continue the journey on his or her own. This helps avoid unhealthy dependency on either individual's part. Winding up by celebrating the accomplishments is much better than winding down/drifting apart.

### **Phase 5: Moving on**

This is about changing the relationship, often into a friendship where both parties can utilize each other as an ad hoc sounding board.

## **2.1.5 The Learning Conversation**

The point of the mentoring process is to create a reflective environment where the mentee can address various issues. To do this, a learning conversation should be used that uses the following steps:

- **Reaffirmation**—The mentor and mentee spend time to re-establish connectedness using more than just the normal social niceties. In a good relationship, there will be a mutual recognition of emotional states and the level of interest.
-



- **Identifying the issue**—This is when the issue to be discussed is articulated as well as the mentee's desired outcome is identified.
- **Building mutual understanding**—The mentor encourages the mentee to explore the issue in depth, by asking questions that stimulate insight. The purpose of the questions is for both of them to understand the situation and all of the elements involved more clearly. The mentor wants to avoid offering solutions or analogies to his or her own experience. When the conversation comes to a natural end, the mentor should summarize and check to see if a mutual understanding has been achieved.
- **Exploring alternative solutions**—This is when both the mentor and mentee allow themselves to be as creative as possible, looking for ways to move forward. The goal is to build a range of solutions from which the mentee will eventually choose to take away for reflection.
- **Final check**—The mentor encourages the mentee to review what he or she is going to do and why, and what the mentee has learned about both the situation in question and themselves. This allows for a mutual understating and places the responsibility for what happens next on the mentee.

Between sessions, the mentee should be reflecting on what has been discussed so that they can see what they have learned relates to other issues. The mentor should also reflect upon his or her role in the relationship so that the relationship's progress can be measured.

## 2.2. What is Community Mentoring?

“Community mentoring involves volunteers within a given community (this may be a local neighbourhood or a community of interest or identity) providing mentor support to people from the same community. This may be regarded as a form of ‘**peer support**’ as it involves volunteer mentors from backgrounds or community settings that are similar to those of participating mentees.

Mentor sessions (one-to-one or group meetings between mentors and mentees) may happen in community settings, mentees’ homes or via the Internet or phone. The aim is to facilitate mentees’ self-development, contribute to improving their social networks and motivate them to achieve their goals.”<sup>1</sup>

Community Mentoring is not a substitute for counselling, medication, schooling, social work, improved parenting or social justice or any of the other interventions that can take place in a “socially excluded” person’s life. Rather, through mentoring we seek to work alongside the person, their families and professionals, while remaining independent with a clear community focus, after all individuals are “members” of communities.



### 3. Why Community Mentoring?

The value of mentoring lies within the person/personality of the mentor coupled with advanced interpersonal skills and their ability to convey a totally focused interest in their mentee, their needs, hopes and aspirations. The potential outcomes from an effective mentoring relationship are tremendous.

Community mentoring has no statutory or hidden agenda in conflict with the mentee's own progression. Community mentors are only concerned to provide confidential, non-judgemental, positive and motivating time and space for people. The value lies within the diversity and equality of the mentors with their mentees, their base in the community and their desire to address social issues.

### 4. "Social Exclusion" in the European Context

"In spite of the overall wealth of the European Union (EU), poverty in the EU is still at a relatively high level with 16.9% of the EU population, that is about 85 million people, at risk of relative income poverty and more than 124,2 million people or 24,8 % of the population **at risk of poverty and social exclusion** - whether being at risk of relative poverty, severely materially deprived or living in a household with very low work intensity."<sup>2</sup>

Social exclusion and vulnerability are terms closely associated with poverty, but not all people who are socially excluded or vulnerable are poor as KEL's and other partners' work described below illustrates. However, since 2010 at the EU level, the composite notion of Risk of Poverty or Social Exclusion, which brings together relative monetary poverty, material deprivation and exclusion from the labour market, is also used. "Defining poverty and social exclusion is a complex task. A multiplicity of approaches exist that try to define poverty."<sup>3</sup>

One approach defines social exclusion as the systematic blockage of an individual or community to various rights, opportunities and resources that would normally be available to members of a different community and which are crucial to social integration. These can be blockage or denial of full access to housing, employment, healthcare, democratic participation and use of services.

The diagram overleaf makes for an interesting summary of where all the EU countries are in relation to poverty and the risk of social exclusion and may surprise some readers.



## Europe 2020 indicators - poverty and social exclusion



Figure 3: People at risk of poverty or social exclusion, by country, 2005, 2008 and 2011(% of population) Source: Eurostat online data code (t2020\_50)(\*) EU-27 data for 2005 are estimates; 2006 data (instead of 2005) for BG;2007 data (instead of 2005) for RO; break in series in 2008 for BG, FR, CY, LV, PL and in 2011 for LV.



## 5. The Need for a Unified or Common Framework

Following the third project meeting in Sivas Turkey in October 2014, it became clearer that while a common framework for developing community mentoring could help all partners regardless of where they are in relation to addressing adult social exclusion, managing and developing volunteers and working one-to-one or in groups with adults in the community, it could not be rigid. It would need to be adaptable to each partners' local reality.

Generally, a common or unified framework would need to be able to:

1. guide those new to training and working with community mentors
2. maintain and develop the standards and practices of the more experienced partners
3. promote community mentoring as a concept and tool for addressing social exclusion locally.

Work has begun on moulding the framework and this will be a key part of what is delivered in year 2 of the project. In the meanwhile this report lays some of the foundations for a common framework.

All partners have identified who their locally socially excluded communities are and it is not the objective of this project to contradict their experience. What follows is a detailed introduction of each of the partners, their cultural context and their unique orientation to the project – in their own words.

**Alina Bîrsan and Constantin Tanasa, ACDC Romania**

**Moreen Pascal and Denise Blair, Kaleidoscope Enterprise Ltd, UK**

**November 2014**



## Footnotes

1 - *Working with socially excluded households, Community-based mentoring was used as part of an action research project, Debt on Teesside: Pathways to Financial Inclusion, during 2011-13; the guide was compiled by Tracey Herrington (ThriveTeesside) with support from Andrea Armstrong and Sarah Banks*

2 & 3 - *The European Anti-Poverty Network (EAPN) Explainer 2014 (No: 6) "Poverty and Inequality in the EU", is a publication supported under the European Community Programme for Employment and Social Solidarity—PROGRESS (2007–2013). [www.eapn.eu](http://www.eapn.eu)*

## References:

1. [http://ccnmtl.columbia.edu/projects/rcr/rcr\\_mentoring/foundation/index.html](http://ccnmtl.columbia.edu/projects/rcr/rcr_mentoring/foundation/index.html)
2. <http://www.neafoundation.org/publications/mentoring.htm>
3. <http://www.mentoringgroup.com/>
4. [http://www.nwrel.org/mentoring/topic\\_pubs.php](http://www.nwrel.org/mentoring/topic_pubs.php)
5. <http://www.feminis.ro/feminis/dezvoltare-personala/mentoring-ul-calea-catre-succes-366> (Romanian)
6. [http://www.mentoring.com.ro/index.php?lang=ro&page=mentoring\\_coaching](http://www.mentoring.com.ro/index.php?lang=ro&page=mentoring_coaching) (Romanian)
7. [http://ccnmtl.columbia.edu/projects/rcr/rcr\\_mentoring/foundation/index.html](http://ccnmtl.columbia.edu/projects/rcr/rcr_mentoring/foundation/index.html)
8. <http://www.neafoundation.org/publications/mentoring.htm>
9. <http://www.mentoringgroup.com/>
10. [http://www.nwrel.org/mentoring/topic\\_pubs.php](http://www.nwrel.org/mentoring/topic_pubs.php)
11. <http://www.feminis.ro/feminis/dezvoltare-personala/mentoring-ul-calea-catre-succes-366> (Romanian)
12. [http://www.mentoring.com.ro/index.php?lang=ro&page=mentoring\\_coaching](http://www.mentoring.com.ro/index.php?lang=ro&page=mentoring_coaching) (Romanian)





1.

**United Kingdom - Hatfield, Herts., England**

**Kaleidoscope Enterprise Limited (KEL)**'s community mentoring schemes are integral to the achievement of the organisation's vision which is one "of empowered, inclusive communities, where Minority Ethnic (BME) people are not discriminated against and public services are fair and equally accessible to all." As a concept and model we propose that it sits alongside **other initiatives** tackling social exclusion in partner European Union countries. Simultaneously, concepts such as "social disadvantage", "social vulnerability", "social exclusion" are frequently conflated and used interchangeably in the UK which may contribute to less clarity in the transnational context. Despite this we seek a consensus on indicators of social exclusion and clear identification of who this label is attached to in each partner country.

**1.1 Social Exclusion from an English perspective**

Within the English county of Hertfordshire numerous groups can be perceived as socially excluded from fully participating in the rights, privileges and opportunities available to communities more prevalent within the county. For individuals and communities that are deemed to be at risk of social exclusion, governmental acts, strategies and incentives are in place for organisations and services to encourage social integration. For example, individuals who experience long term unemployment are at risk of being socially excluded from health and wellbeing activities and future employment opportunities through lack of community engagement and self-confidence.

Another group that may be perceived as been at risk of social exclusion include people who identify as Lesbian, Gay, Bisexual, Transgender and other intersex people. Herts Aid has a worker that focusses particularly on this community to raise awareness of the health and wellbeing services that are available and provide training to services on how to effectively engage with this community.

Other individuals and communities such as people that live with disabilities, those who have recently finished a prison term, who use probation or substance misuse services are also at risk of social exclusion such as through **discrimination**. Therefore the UK has Acts and policies such as the Equality Act of 2010 that aim to reduce discrimination and promote social inclusion.

In the UK, there has been a tradition of new arrivals to the country self-organising and then being able to attract public funding in order to cope with the challenges of settling and integrating into their new environments. WHEM Group (former name of Kaleidoscope Enterprise) was the first collective Minority Ethnic organisation in its area, attracting Jewish,



Pakistani, Gypsy Traveller, Caribbean, African, Indian, Cypriot and Polish representatives, amongst others.

The British national censuses in 2001 (and also in 2011) confirmed the ethnic profile of the local area was changing as a result of internal migration for example from London, immigration from the European Union and elsewhere and the presence of the University and its growing number of international students. Statutory services were not keeping up with these changes and gaps were emerging between the needs of certain sections of the population and local services' ability/capacity to respond appropriately.

The main social "predictors" for our service-users (some in common with partners) are:

- long-term unemployment
- low or at risk of low educational attainment
- migrant/immigrant status
- social isolation
- disability

## **1.2 Kaleidoscope Community Engagement Methods**

### *1.2.1 Provision of a Community Festival*

An early method in our history to engage the community generally was the creation of a fun, family-friendly multicultural community festival that filled a gap in the local public event calendar. This annual festival became very successful in drawing large crowds (upto 12,000 people) while increasing visibility and credibility with the statutory agencies, as well as the communities we were trying to reach.

### *1.2.2 Facilitation of Community Meetings and Consultations*

Prior to 2007, the most frequently used method to attract attention was the "open" meeting where members of the local community, in particular BME individuals and groups were invited along to participate in discussions about community issues and needs with representatives from central and local government. These "open" meetings soon became "member" meetings to encourage commitment from individuals to help build an organisation.

### *1.3.1 Partnership working with other organisations to extend access to services*

For example, we partnered with the sexual health charity previously mentioned, Herts Aid, to enable positive engagement with BME communities while they inform the organisation of their needs. Herts Aid in turn provided communities with information about their services, adapting organisational service provision and learning as a result of needs assessment and feedback. In addition the provision of interpreters and staff members that reflect a variety of communities can encourage members of these communities to engage with organisations. Furthermore, the recruitment of a BME Communities worker who focuses on



a particular community can give community members a focal point to contact. These strategies have encouraged numerous BME groups to work with HertsAid to access its services.

#### 1.2.4 One-to-One support

KEL piloted a community mentoring project in 2007, targeting initially young people aged 11 to 19 from black and other minority ethnic backgrounds, helping them achieve more in education, especially young BME males.

Since 2007, the project has broadened out into a service to include “befriending” for disadvantaged adults and parents as well as mentoring for young people from ANY ethnic background while still targeting BME individuals/groups. Kaleidoscope provides mentoring and befriending support to such individuals to encourage the taking up of employment opportunities, raise self-confidence and provide sessions to update knowledge and skills, which in turn might empower individuals and raise their social capita.

### 1.3 Participants for project

Experienced Community Mentors and Prospective Community Mentor Volunteers recruited from similar demographic backgrounds to mentees AND/OR have worked professionally or voluntarily with our socially excluded groups.

**Kumiko Lwanga**, is Kaleidoscope Enterprise Ltd (KEL) project support and administration assistant and brings that experience to this European project, especially the use of social media.

**Moreen Pascal**, KEL Manager, is the lead coordinator of the Partnership. She holds a Master’s Degree in Politics and Administration from Birkbeck College, University of London, is a Fellow of the Institute of Training and Occupational Learning and a qualified Life Coach.

Both Kumiko and Moreen were volunteers of their organisation before becoming employees and are personally and professionally committed to the ethics and vision of their charity.



Asociația Consultanților în  
Dezvoltare Comunitară

2.

**Romania – Geamana, Suceava**

ACDC Romania is a professional association established in 2011, which main mission is to promote community development and social inclusion through modern technology (ICT based) including the concept of e-facilitator for e-inclusion.

Its activities are focused on consulting services offering solutions for social inclusion of vulnerable members of the community that are situated in disadvantaged rural areas, considered amongst the poorest regions in EU.

ACDC Romania has developed programs whose main target groups are represented by:

- Rural population
- Low income people
- Low education people
- Roma communities
- Victims of domestic violence
- People with mental disabilities
- People isolated geographically.

COME4Inclusion project, proposes a ***complementary approach extending the concept of e-inclusion to basic social inclusion*** that involves a multidimensional set of measures and actions in the field of social welfare, employment, education, health, information and communications, mobility, security, justice and culture.

The COME4Inclusion project target group of ACDC is different in the sense that we try to reach the low educated in rural area with no access to ICT and without any basic skills and competences.

Romania is often regarded as the meeting point of three regions: the Central Europe, the East Europe and the Balkans, although it is not really part of any of those regions. Romanian unique identity has been possibly developed from melting of the Roman and most likely of the ancient population living on its territory, combined with various other impacts.

Romania's culture is very similar to other European culture with some influence from Oriental parts and Slavic countries. Minorities have made a major cultural contribution to Romania. Influences came from minority groups such as Greeks, Aromanians, Bulgarians, Turks, Germans, Armenians, Albanians, Tatars, Hungarians, Russians, Ukrainians, and other ethnic groups.



The traditional Romanian folk arts, including dance, wood carving, ceramics, weaving and embroidery of costumes and household decorations, and fascinating folk music, still flourishes in the rural areas. Romanian spirituality is greatly influenced by its strong connections with the Eastern Christian world. The modern national mythology contends Romanians are *An island of Latinity in a Slavic sea* and *The only Orthodox Christian Latin people*. There are only a few Romanian Catholics (of both the Roman and Greek rites) and a small number of Protestants, the vast majority of Romanians being Romanian Orthodox (over 90%). Despite the diminishing importance of the church in recent generations, it remains the most trusted institution in Romania. Church attendance is high in rural communities and among the elders in the cities. Romania is adorned with many wonderful Orthodox monasteries, some of which date back to the 13th century. (see more on <http://www.romanianhistoryandculture.com/>).

Romania is the seventh largest country in the EU in terms of population (20.12 million) and the second largest from the group of New Member States, after Poland. Within 2001-2008, the Romanian economy expanded by an average of 5-6 percent per year, representing one of the fastest growth rates in the European Union. During 2009-2012, the GDP of Romania had an oscillating trend. A modest economic recovery is forecast with ~ 2.2% in 2014.

Nevertheless, Romania is still lagging significantly behind the majority of European countries in terms of economic development. GDP per capita recorded in purchasing power standard (PPS) was just under half of the EU 27 average in 2012 and only around 70% of the average GDP per capita of the new EU Member States.

Rural population is much more endangered by poverty and social exclusion than urban inhabitants. In 2011 40.3% of the Romanian population was facing the risk poverty or social exclusion, being a significantly higher value than the European average (24.1%). To a total of 8.63 million people at risk of poverty or social exclusion in 2011, 4.74 million people were facing the risk of poverty. In 2012, the rate of absolute poverty<sup>1</sup> in urban environment was of 2.4%, whereas that of rural environment was of 7.4%. According to the national legislation, the Romanian rural area covers 87.1% of the territory and 45.1% of the population.

The majority of the active population in the rural area (64.2%) works in agriculture where low productivity is recorded, and as a result the incomes are lower than in the urban. The restructuring of the farm sector led rural people and displaced industrial workers to revert to subsistence farming on privatized land. Productivity and incomes are low because poor subsistence farmers and livestock producers have limited inputs and resources. They use outdated farming methods, and they have little or no access to capital and markets. The rural poor include: 1. Roma households; 2. Households with more than 3 children; 3. Self-employment and unemployment; 4. Low educated people.

---

<sup>1</sup>The rate of absolute poverty represents the share of individuals from households with consumption expenses per adult lower than the poverty limit of overall population



Although the share of remittances from migrant workers to Italy and Spain in the GDP of Romania has continuously increased, there are significant side-effects of this phenomenon - the unity of these families has decreased and educational performances of their children have dropped, also associated with an increasing rate of school abandoning. High rates of family disintegration, school leaving and juvenile crime are the worrying part of these local communities reality<sup>2</sup>. Recent statistics reveal that in terms of absolute poverty, the rural areas and the Roma ethnic minority are the most affected by severe poverty. Studies that focus on the rural young people reveal that they see themselves as would-be migrants. It argues that the migration of young people is typically connected with the problematic transition to adulthood, in situations where jobs are insecure and difficult to obtain in the primary segment of the labour market. Migration turns out to be an indeterminate context linked to the uncertain socio-economic status of a prolonged transition to adulthood.

Working with such target group is not easy and the minimum results one can reach is motivating people to become mentors and facilitators in social inclusion. ***The COME4Inclusion innovative approach proposes to motivate local existing ICT facilitators to get involved as community mentors.***

**Alina Bîrsan** is the technical secretary of ACDC Romania and has been working in the field of European projects for a period of four years. She has been working closely with the ICT facilitators as an online tutor coordinating and developing a course on the Moodle platform. She holds a University degree in History and a Master degree in International Relations, being currently involved also in the field of social economy as the coordinator of a European network of social firms, cooperatives and NGOs working in this field, Social Firms Europe CEFECE.

### **Carmen Podani**

She holds a business management degree (EMBA) from Kennesaw State University (USA) and attended a UNESCO training program (International Women in Science and Engineering - IWISE) to the State University of Iowa (USA). She was coordinator of projects financed by the USAID and World Bank in connection with the Romanian Ministry of Agriculture (2000 to 2007) and coordinated as a project manager, programs and services to support activities for increasing the capacity of 255 disadvantaged communities to develop partnerships, projects and sustainable initiatives (2009-2013). Currently she is Vice-President of ACDC Romania, responsible for coordinating implementation of Live Long Learning and Adult Education projects.

---

<sup>2</sup> *Poverty and Social Exclusion in Rural Areas. Final Report,*  
[file:///C:/Users/pcuser/Downloads/rural\\_poverty\\_annex\\_ro\\_en.pdf](file:///C:/Users/pcuser/Downloads/rural_poverty_annex_ro_en.pdf)



3.



### Slovakia - Spišská Nová Ves

**OZ ZIPS** is a civic organization from Spišská Nová Ves with a regional scope. It seeks to present itself as a platform of the third sector, which creates a form of bridge / network between other organizations active in the region aimed at any form of disadvantage in contemporary society, its activities is implementing through creative, mostly artistically oriented workshops that bring new impetus to cooperation with new external partners. organizational structure:

The need for establishment of such an organization naturally arose due to the high degree of fragmentation and lack of coordination in the field of activities of the organization, focusing on working with people with various forms of disadvantage. Their activities organized in an uncoordinated manner, without any mutual consultation and cooperation, and therefore often happened that one form of long-term activities prevailed, while another, equally needed respectively useful was missing.

Social and economic context of our region mainly focuses on the Roma issue and the issue of the elderly in retirement. Of course, our organization is also implemented in these areas because social pressure on these issues in our region is strongly dominating. However, in addition to the work with above mentioned disadvantaged groups of people we are trying to familiarize with the problems of the young generation and motivate them by inventive and playful workshops to make themselves aware that it is in their hands for the foreseeable future the addressing of these issues.

Since our organization works exclusively from the resources of its members, the organization of workshops primarily accent on ideological dimension of happenings before aimlessly efforts to impress by megalomaniac practices. During the workshops we try to use various kinds of art techniques, because we consider that their communication and express ability is the most natural for the recipient.

Martin Boroš - works in the Centre of special-educational counseling which is a part of United school in Spišská Nová Ves. His work is devoted to complex special-pedagogical activities, providing psychological, diagnostic, counseling, rehabilitation, preventive, methodological, educational and other professional activities for children with disabilities, including children with developmental disorders in order to achieve optimum development of their personality and social integration. In the organizational structure of OZ ZIPS acts as the external mentor for a specific question in coordinating follows a thematically oriented events;

Tomas Cetera - is a mentor for the social inclusion of disadvantaged individuals (especially young people) to companies in the region where its activity consists in mediating of work for

youth in both types organizations and institutions from state and private sector too. He works as a secondary school teacher, is a founding member of OZ ZIPS;



Filip Kudláček - is a mentor for work with physically disadvantaged people as a physiotherapist; he is increasing his professionalism in the field of physiotherapy and is a founding member of OZ ZIPS;

Martin Kočíš - within the structure of OZ acts as the chief strategist and portfolio activities coordinator. He fully covers media communication and presentation of OZ ZIPS, a founding member of OZ ZIPS.



#### 4.

#### Turkey – Sivas, Sivas County

**Sivas Provincial Directorate of National Education** is a state institution in charge of planning and coordination of all kinds of educational and training activities in preschool, primary, secondary and adult education in Sivas Province. Sivas is one of 81 cities in Turkey and is situated in central Anatolia. It has around 650,000 inhabitants in the region and 320,000 of them living in the city centre.

In Sivas there are 312 pre-school teachers 4931 primary school teachers, 2216 secondary school teachers and about 125.000 students.

The Directorate has run many local and international projects about education. “CM4SI” is a new one which is related to the “Adult Education”. Since the directorate is responsible for the “Adult Education” in the city it was considered that this could be a good opportunity to work within an EU project on this subject. “Mentoring” is a new approach for the directorate which we intend to educate/develop our mentors during this project.

##### 4.1 Incorporating a community mentoring approach

We have identified disadvantaged groups that we can work with and “educate mentors” to mentee such as below

- Housewives
- People who are potentially under the risk of obesity
- Making them aware of their rights according to laws and
- most important there are children whose parents are divorced.

Being the directorate of Education and responsible for all aspects of the system in the district we observed that students whose parents have divorced have many problems in different aspects. After their parents get divorced it is obviously seen that their academic success goes down, behavioural disorders occur, and they tend to exclude themselves from



society. At this point we have to guide them, counsel or mentor them to make them avoid the effects of their situation they have. Their parents, relatives, teachers are not so effective to reduce the bad impact of this situation. Then we assume that a “mentor” can help them better than the all others. In this point the question comes “who can be the potential mentor for this largest group”?

As we work with teachers, first thing that comes to our minds is “teachers”. But we thought “Actively working teachers” may not be so effective for the target group, because it may be considered as a “teacher” from the perspective of those children. But we know that the mentoring role is different from that of a teacher or lecturer or a facilitator, and should not be considered like this by the target group otherwise it will not work as it is planned.

Then we decided it would be great if we work with “Retired Teachers.” This decision has many reasons like:

- They have enough experience with children and also with their parents.
- This activity will help them “Actively Age”
- They will also be socially included and there is Intergenerational benefit

## 4.2 National Context

Turkey is not yet a fully signed up member of the European Union:

- “Negotiations were started on 3 October 2005, and the process, should it be in Turkey's favour, is likely to take more than a decade to complete.”<sup>1</sup>
- However, when the value is discounted for inequality, the HDI falls to 0.639, a loss of 15.8 percent due to inequality in the distribution of the dimension indices.
- Gender Inequality Index, reflecting gender-based inequalities, is 0.360 for Turkey, ranking it 69 out of 149 countries in the 2013 index.
- In Turkey, 14.2 percent of parliamentary seats are held by women, and 39.0 percent of adult women have reached at least a secondary level of education compared to 60.0 percent of their male counterparts.
- For every 100,000 live births, 20.0 women die from pregnancy related causes; and the adolescent birth rate is 30.9 births per 1000 live births.
- Female participation in the labour market is 29.4 percent compared to 70.8 for men.”<sup>2</sup>

### Fatih Aydin

He has been working at the Research and Development until for 5 years. Meanwhile he and his team carried out many national and international level projects on behalf of the Directorate. Some of them are like: 2 C Radio Projects, Youth in Action 1.1, Grunting Workshop and a LDV Vespro project during the LLP. Also some local projects which are funded by different ministries of the Turkish Republic.

#### References:

- 1 - [http://en.wikipedia.org/wiki/Accession\\_of\\_Turkey\\_to\\_the\\_European\\_Union](http://en.wikipedia.org/wiki/Accession_of_Turkey_to_the_European_Union)



- 2 - <http://www.tr.undp.org/content/turkey/en/home/countryinfo/>



## 5. Romania – Alexandria, Teleorman County

**Teleorman School Inspectorate Department** coordinates the department level educational institutions at all levels and on all levels, watching and advising their work in terms of the educational process and in terms of administrative organization and human resources. The goals and mission of the department includes: “Improve the quality of education program through education and training” and “The rapid evolution of attitudes for students, teachers, representatives of local communities. The institution along with its two training partner institutions offers well prepared trainers that train members of the community in a professional and well organized environment.

### 5.1 Geographic and demographic characteristics

Teleorman County is located in the Southern part of the county, in the central area of the Romanian Plain, at the crossroad of the 440 N parallel and the 250 E meridian. Teleorman County territory is bounded in the South by the Danube, which makes the border between Romania and Bulgaria. The Danube, bathing the entire southern part of the County, represents one of its advantages, playing an important role in developing the trans-border cooperating opportunities with Bulgaria.

Teleorman County spreads onto an area of 5.790 km<sup>2</sup>, being on the 19<sup>th</sup> place at national level as middle sized County.

The County relief is defined by two main forms: a major form – plain, to which is added the meadow relief, West Muntenia Plain, the Danube Meadow and the Olt Meadow; the entire territory presenting a slight tilt towards South – East. The highest altitudes reach 170 m and are in the North. The Danube Meadow is the lowest part of the County; its altitude reaches 24 m at Turnu Magurele and 20 m at the confluence with Vedea River.

The climate is temperate continental, specific for the southern plain, having a higher thermal potential with increased amplitudes of the air temperatures, lower precipitations with torrential conditions (during summer), accompanied by drought periods. The central position of the plain determines the area to have a transitional climate between the eastern part – moderate climate – and the western part with continental climate.

A favourability factor is the potential of the soil which presents a higher degree of natural fertility.



## 5.2 Social Context

Socio-economic development is influenced, among other factors, by the demographic evolutions recorded at Teleorman County level.

General tendencies at the County's level regarding demographic indicators show a constant general decreasing of the population. The values of the presented indicators, despite some slight positive fluctuations, grow in general negative evolutions.

Domains as education, health or social services represent a few of the intervention areas that amend the taken of measures that lead to stabilisation and to a growth of the demographical values of indicators.

In 2011 the total number of inhabitants was of 393164, of which 200341 are women, people's average being of 67.8 persons / km<sup>2</sup>. In age groups, from 393164 persons, 50640 are of ages from 0 to 15, 228928 are of ages from 16 to 59 and 113596 are of ages over 60 and beyond, indicating the aging process of demographical population.

In the active population of the county, 152600 persons are taking part in economic activities, representing 38,18% of the total population. The economy of the Teleorman County is represented by:

- continuous activity and development of important industrial factors (chemistry industry, barring industry, etc.) and industry growth recovery in 2010;
- a large number of inactive industries or not working at the full potential;
- development of the food industry;
- a high number of unemployment persons with medium education because of the automation of industry;
- difficulty in finding human resources with upper qualifications demanded by the automation level of industry;
- although the soils are fertile, indicating a continuous agricultural development, at the county level was identified a growing path;
- the existence of available fields for investments but unused;
- the lack of entrepreneurial culture among youngsters and unemployed persons of industries.

TSID seeks to contribute to the development during this project, with the help of trained staff, workshops for theoretical and practical learning for mentoring, valuing these competences at community level by informal teaching, developing cross-cultural experience and creating new learning opportunities for future community mentors.

### Note

Some information is extracted from the development strategy of the Municipality of Alexandria 2014 - 2020.



## 6. Kilcooley

### United Kingdom - Bangor, Northern Ireland

**Kilcooley Women's Centre (KWC)** has been working to deliver training and adult education to socially deprived participants from a poor economic background in Northern Ireland from the ceasefires in 1995. Many of the participants have long term issues relating to the Northern Ireland Conflict (The Troubles) whereby educational attainment and life chances were detrimentally affected.

KWC works towards addressing barriers to participation and engagement through confidence building and support mechanisms. Participants have conflict related trauma, are socially excluded and marginalised. Our interest in this project includes exchange of good practice on mentoring and support programmes for adult learners, and to encourage participation through mobilities with European partners, developing a community based mentoring model.

KWC are keen to engage in seminars, workshops, good practice visits to raise awareness of common issues in a European context and encourage learning through diversity and mentoring.