



Erasmus+

Practical Guide for community Mentoring



**“INNOVATIVE QUALITY
MENTORING
FOR SOCIAL INCLUSION”**



Asociația Consultanților în
Dezvoltare Comunitară



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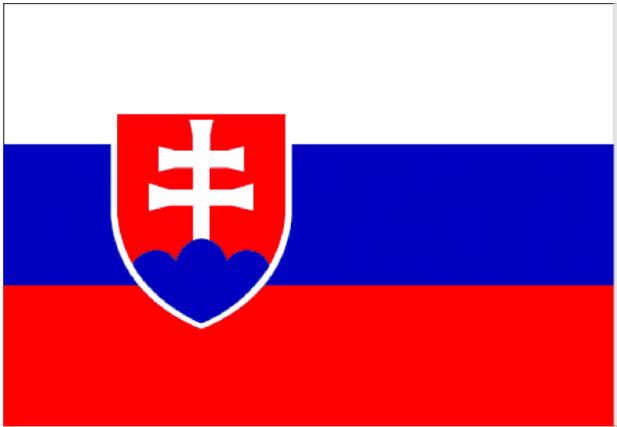
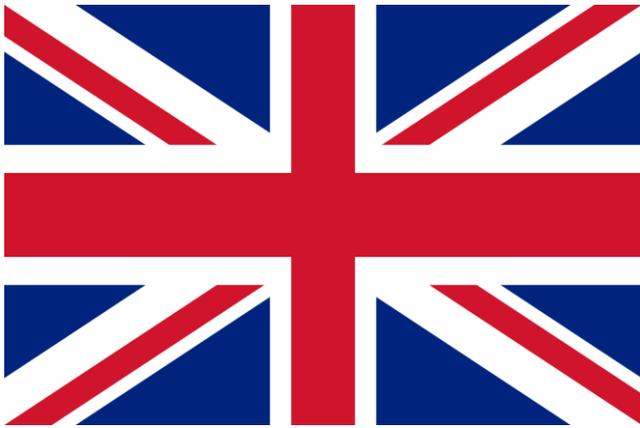




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Erasmus+

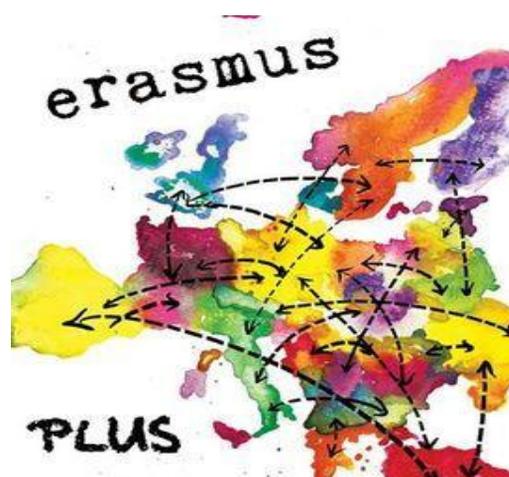


GENERAL INFORMATION ABOUT THE ERASMUS+ PROGRAMME Erasmus+ is the EU Programme in the fields of education, training, youth and sport for the period 2014-2020. Education, training, youth and sport can make a major contribution to help tackle socio-economic changes, the key challenges that Europe will be facing until the end of the decade and to support the implementation of the European policy agenda for growth, jobs, equity

and social inclusion. Fighting rising levels of unemployment - particularly among young people – has become one of the most urgent tasks for European governments. Too many young people leave school prematurely running a high risk of being unemployed and socially marginalised. The same risk threatens many adults with low skills. Technologies are changing the way in which society operates, and there is a need to ensure the best use is made of them. EU businesses need to become more competitive through talent and innovation. Europe needs more cohesive and inclusive societies which allow citizens to play an active role in democratic life. Education and youth work are key to promote common European values, foster social integration, enhance intercultural understanding and a sense of belonging to a community, and to prevent violent radicalisation. Erasmus+ is an effective instrument to promote the inclusion of people with disadvantaged backgrounds, including newly arrived migrants.

Another challenge relates to the development of social capital among young people, the empowerment of young people and their ability to participate actively in society, in line with the provisions of the Lisbon Treaty to "encourage the participation of young people in democratic life in Europe". This issue can also be targeted through non-formal learning activities, which aim at enhancing the skills and competences of young people as well as their active citizenship. Moreover, there is a need to provide youth organisations and youth workers with training and cooperation opportunities, to develop their professionalism and the European dimension of youth work. Well-performing education and training systems and youth policies provide people with the skills required by the labour market and the economy, while allowing them to play an active role in society and achieve personal fulfilment. Reforms in education, training and youth can strengthen progress towards these goals, on the basis of a shared vision between policy makers and stakeholders, sound evidence and cooperation across different fields and levels. The Erasmus+ Programme is designed to support Programme Countries' efforts to efficiently use the potential of Europe's talent and social assets in a lifelong learning perspective, linking support to formal, non-formal and informal learning throughout the education, training and youth fields.

The Programme also enhances the opportunities for cooperation and mobility with Partner Countries, notably in the fields of higher education and youth. In accordance with one of the new elements introduced in the Lisbon Treaty, Erasmus+ also supports activities aiming at developing the European dimension in sport, by promoting cooperation between bodies responsible for sports.





The Programme promotes the creation and development of European networks, providing opportunities for cooperation among stakeholders and the exchange and transfer of knowledge and know-how in different areas relating to sport and physical activity. This reinforced cooperation will notably have positive effects in developing the potential of Europe's human capital by helping reduce the social and economic costs of physical inactivity. The Programme supports actions, cooperation and tools consistent with the objectives of the Europe 2020 Strategy and its flagship initiatives, such as Youth on the Move and the Agenda for new skills and jobs. The Programme also contributes to achieve the objectives of the Education and Training Strategic Framework for European cooperation in Education and Training and of the European Youth Strategy through the Open Methods of Coordination. This investment in knowledge, skills and competences will benefit individuals, institutions, organisations and society as a whole by contributing to growth and ensuring equity, prosperity and social inclusion in Europe and beyond.

STRATEGIC PARTNERSHIPS IN THE FIELD OF EDUCATION, TRAINING, AND YOUTH

What is the aim?

Strategic Partnerships are transnational projects designed to develop and share innovative practices and promote cooperation, peer learning, and exchanges of experiences in the fields of education, training, and youth.

Overall, strategic partnerships aim to address horizontal priorities as well as field specific priorities in the areas of:

- Higher education
- Vocational education and training
- School education
- Adult education, and
- Youth.



There are two kinds of Strategic Partnership; those supporting innovation and those supporting the exchange of good practices.

More information on the field-specific priorities is available in the Programme Guide.

What are the opportunities?

Strategic Partnerships provide opportunities for a wide variety of public, private, and non-governmental organisations to implement a broad range of activities including, for example:

- Strengthening cooperation and networking between organisations,
- Promoting the development, testing, and implementation of innovative practices,
- Promoting the recognition and validation of knowledge, skills, and competences,
- Promoting cooperation between regional authorities to develop new systems for education, training, and youth,
- Supporting learners with disabilities and special needs and ease their transition to the labour market,
- Supporting education and training professionals to promote equity, diversity, and inclusion in learning,
- Promoting integration of newly arrived migrants and raising awareness about the refugee crisis in Europe
- Promoting entrepreneurship and active citizenship among young people.





Strategic Partnerships can be of different sizes and conduct different activities depending on the objective of the project, the organisations involved, the expected impact, and other elements.

Within the scope of the project's objectives, there are also opportunities for pupils, students, learners, and staff to learn, be trained, or to teach abroad, insofar as these transnational teaching, training and learning activities contribute to the achievement of the project's objectives.

How does it work?

Participating organisations intending to apply for an opportunity must be based in a Programme Country.

Applications must be led by an organisation established in a Programme Country and must generally involve **at least three organisations** from different Programme Countries.

Exceptionally, partnerships in the field of school education and youth may involve at least two organisations from different Programme Countries.

Applications can include any number of organisations. They may also include organisations from Partner Countries, provide they bring essential added value to the project.

Higher Education Institutions established in Programme Countries must also hold a valid Erasmus Charter for Higher Education.



“Innovative Quality Mentoring for Social Inclusion”

Social inclusion is part of the European Union's objectives in terms of economic growth and employment. “In Europe about 80 million people have low or basic skills, but lifelong learning benefits mostly the more educated. By 2020, 16 million more jobs will require high qualifications, while the demand for low skills will drop by 12 million jobs. Achieving longer working lives will also require the possibility to acquire and develop new skills throughout the lifetime.

The proposed project partnership intends to offer lifelong learning benefits to less educated and low skills categories of people by using innovative and quality mentoring techniques to improve their level of social inclusion and employability.

The projects will focus on developing, sharing and transferring innovative mentoring practices between participating countries, enabling organisations to work together in order to developing adult educators' competences to deal with diversified groups of learners, making use of new technologies and teaching outcomes. Also the project will contribute to improving and extending the offer of high quality learning opportunities tailored to individual adult learners including through innovative ways of outreach and delivery



Aims of the Partnership

In this context the objectives proposed for developing a new partnership program are:

- 1.** Development of a common professional profile of Community Mentors for Social Inclusion at European level, based on the initial assessment and lessons learned and best practices applied in partners countries. Deadline: first draft available at the end of first quarter , final updated draft available at the end of the project.
- 2.** Develop training curricula adapted to the common professional profile of Community Mentor for Social Inclusion (based on the initial assessment). Deadline: Second quarter of the Project
- 3.** Increased institutional capacity of 6 organizations in 4 countries (via 6 project partners) by providing modern and innovative training to their key staff involved in community mentoring for social inclusion; Deadline: end of first year of the Project
- 4.** Develop competences and skills of 132 professional in adult education to become community mentors for social inclusion using short-term staff training and learners blending mobilities. Deadline: the end of the Project
- 5.** Develop innovative tools to transfer information and knowledge, promote and support community mentoring activities. Deadline: the end of the project.

OUTPUTS

Output 1 :

- Establish the profile of the community mentor we are addressing the training
- collection of structured information from all partner countries
- identification of the skills and abilities required to become community mentor
- design of the common profile that matches all partner countries

Output 2 :

- Structure and Adapt a common course curricula
- adopt pedagogical approach to develop skills and abilities required to become community mentor
- use of innovative ICT tools
- develop relevant resources to support course modules development

Output 3 :

- Develop/adapt training modules according to the profile identified in activity 1 using the tools resulted in activity 2/ – Develop an evaluation tool in order to assess the learning curve at the end of the training
- structure course modules
- develop specific modules
- use ICT tools for presentation
- develop evaluation tools for each module
- develop final evaluation tool

Output 4

- produce a guide for community mentor for inclusion incorporating all lessons learned and best practices
- collect lessons learned and best practices in each country
- produce the Guide for the Community Mentor for social inclusion including best practices that represent transferable knowledge and innovative practices to other organizations working in community mentoring.

Output 5

- Community Mentoring in the European context
- Video to be broadcasted in all partner countries

The partnership will produce a short movie (20 min) to present assessment needs and solutions proposed to address community mentoring in Europe, based on the partnership's experience. The video will be broadcast in all partner countries. This output is part of the dissemination and valorization plan. Represent a transferable output to be used by organizations involved in promoting community mentoring.

Module 1 Mentoring, Mentors, Mentees – General Presentation

Module Title:	Mentoring, Mentor, Mentees- General Presentation
Units:	<ol style="list-style-type: none"> 1. What is Mentoring? What is Community Mentoring? 2. Mentors – role, responsibilities, values and behaviours 3. Benefits of mentoring
Unit objectives	To explain, define and develop an understanding of mentoring, in particular of community mentoring and the characteristics of mentors/mentees
Learning outcomes:	<p>At end of these units the learner will be able to:</p> <ol style="list-style-type: none"> a) understand the concept of mentoring/community mentoring b) distinguish between mentoring and coaching c) identify the skills and abilities of a mentor/community mentor d) role and responsibilities of the mentor/community mentor
Learning activities	<p>Exercise 1: Mentoring Versus Coaching: Create a scenario or situation illustrating the difference between mentoring and coaching</p> <p>Exercise 2: Add 5 more skills/abilities of a mentor/community mentor</p> <p>Exercise 3: Using the list of behaviours favoured by mentees, prioritise your top ten and justify your answer.</p> <p>Exercise 4: In small groups, identify the benefits / value of mentoring from the perspective of the mentee, by comparison with training/counselling</p>
Learning support materials	<p>Unit 1: What is Mentoring? What is Community Mentoring? Mentoring vs Coaching</p> <p>Unit 2: Skills and Abilities (Output 1- Profile of a Community Mentor); Role and Responsibilities of the Community Mentor; Values and principles that form the basis of community mentoring; Mentor behaviours favoured by mentees</p> <p>Unit 3: Why become a Community Mentor?</p>

Unit 1: What is Mentoring? What is Community Mentoring?

What is Mentoring?

Mentoring is a relationship between two people with the goal of professional and/or personal development. The "mentor" is usually an experienced individual who shares knowledge, experience, and advice with a less experienced person, or "mentee."

Mentors become trusted advisers and role models – people who have "been there" and "done that." They support and encourage their mentees by offering suggestions and knowledge, both general and specific. The goal is help mentees improve their skills and, hopefully, advance their careers. A mentoring partnership may be between two people within the same company, same industry, or same networking organization. However the partners come together, the relationship should be based on mutual trust and respect, and it typically offers personal and professional advantages for both parties.

Mentoring is an essential leadership skill. In addition to managing and motivating people, it's also important that you can help others learn, grow and become more effective in their jobs.

In education, mentoring is a complex and multi-dimensional process of guiding, teaching, influencing and supporting a beginning or new teacher. It is generally accepted that a mentor teacher leads, guides and advises another teacher more junior in experience in a work situation characterized by mutual trust and belief.

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.

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.

Mentoring vs Coaching

	MENTOR	COACH
A.Focus	Individual	Performance
B.Role	Facilitator with no agenda	Specific agenda
C.Relationship	Self selecting	Comes with the job
D.Source of influence	Perceived value	Position
E.Personal returns	Affirmation/learning	Team work/performance
F.Arena	Life	Task related

A. Focus

Mentors in either a formal mentoring program or informal relationship focus on the person, their career and support for individual growth and maturity.

Coach is job-focused and performance oriented.

A mentor is like a sounding board, they can give advice but the mentee or partners are free to pick and choose what they do. The context does not have specific performance objectives.

A coach is trying to direct a person to some end result, the person may choose how to get there, but the coach is strategically assessing and monitoring the progress and giving advice for effectiveness and efficiency.

In summary:

- the mentor has a deep personal interest, personally involved—a critical friend who cares about you and your long term development;
- the coach develops specific skills for the task, challenges and performance expectations at work offering on-the spot feedback.

B. Role

Mentoring is a power free, two-way mutually beneficial relationship.

Mentors are facilitators and teachers allowing the partners to discover their own direction.

"They let me struggle so I could learn."

"Never provided solutions—always asking questions to surface my own thinking and let me find my own solutions."

The top four words chosen to best describe their mentor's dominant style were:

- qualify "friend" /confidant
- direct,
- logical,
- Questioner.

A coach has a set agenda to reinforce or change skills and behaviours. The coach has an objective/goals for each discussion.

C. Relationship

Even in formal mentoring programs the mentees and mentor have choices—to continue, how long, how often, and our focus. Self-selection is the rule in informal mentoring relationships with the partners initiating and actively maintaining the relationship.

“If I’m your mentor, you probably picked me.” In formal programmes, this is less likely to be the case.

In an organization your coach hired you. Coaching comes with the job, a job expectation, in some organizations a defined competency for managers and leaders.

D. Source of influence

The interpersonal skills will determine the effectiveness of influence for both coach and mentor. This is a critical issue.

The coach also has an implied or actual level of authority by nature of their position, ultimately they can insist on compliance.

A mentor’s influence is proportionate to the perceived value they can bring to the relationship. It is a power free relationship based on mutual respect and value for both mentor and partners.

"Mentor" is a reputation that has to be personally earned, you are not a mentor until the partners or mentee says you are.

E. Personal returns

The coach’s returns are in the form of more team harmony, and job performance. The mentoring relationship is reciprocal. There is a learning process for the mentor from the feedback and insights of the mentees.

"The ability to look at situations from a different perspective, I am a Generation X and he is in his 60’s."

The relationship is a vehicle to affirm the value of and satisfaction from fulfilling a role as helper and developer of others.

- **Mentors need not be an all-knowing expert**—such a position could be detrimental. "listened and understood me"
- "built my confidence and trust in myself, empowered me to see what I could do."

F.Arena

Mentoring services are usually performed in schools, NGOs or other educational institutions. "If I'm your mentor, it means that you have chosen me to help with some aspects of your life / of how to make you learn better!"

Mentors are looking to wider issues of life or career. Mentees are proactive in looking for mentors and keeping productive relationship.

Community mentoring is a not for profit activity or service, addressing exclusively the needs of the community members.

Coaching even in the sport is tied to task-improvement knowledge, skills or abilities to better fulfill a given task.

The coach creates the need for discussion and is responsible for tracking and holding others accountable.

CONCLUSION:

Coaching and Mentoring are NOT the same thing!

The difference can be summarised as follows:

"A coach has some great questions for your answers; a mentor has some great answers for your questions."

Mentoring is a power free, two-way mutually beneficial learning situation where the mentor provides advice (if appropriate and solicited), shares knowledge and experiences, and teaches using a low pressure, self-discovery approach.

IMPORTANT: Teaching using an adult learning versus as opposed to teacher to student model and, being willing to not just question for self-discovery but also freely sharing their own experiences and skills with the partners. The mentor is both a source of information/knowledge and a Socratic questioner.

Team exercise 1 Mentoring vs Coaching:

Exercise 1: Mentoring Versus Coaching:

Create a scenario or situation illustrating the difference between mentoring and coaching

You may use the following information to assist you in fulfilling the task.

Mentoring	Coaching
Ongoing relationship that can last for a long period of time	Relationship generally has a set duration
Can be more informal and meetings can take place as and when the mentee needs some advice, guidance or support	Generally more structured in nature and meetings are scheduled on a regular basis
More long-term and takes a broader view of the person	Short-term (sometimes time-bounded) and focused on specific development areas/issues
Mentor is usually more experienced and qualified than the 'mentee'. Often a senior person in the organisation who can pass on knowledge, experience and open doors to otherwise out-of-reach opportunities	Coaching is generally not performed on the basis that the coach needs to have direct experience of their client's formal occupational role, unless the coaching is specific and skills-focused
Focus is on career and personal development	Focus is generally on development/issues at work
Agenda is set by the mentee, with the mentor providing support and guidance to prepare them for future roles	The agenda is focused on achieving specific, immediate goals
Mentoring revolves more around developing the mentee professional	Coaching revolves more around specific development areas/issues

Unit 2. Mentors – Role, responsibilities, values and behaviours

Skills and Abilities (Output 1- Profile of a Community Mentor)

There are many abilities and skills that a mentor/community mentor needs. Here are the top ten identified by the IQMI Partnership:

1. Empathy/Caring
2. Non Judgmental/without prejudice
3. Inspirational /Role Model
4. Good listening skills
5. Open Minded/tolerant
6. Problem solving/positive can do attitude/objective supporter
7. Similar experience, background/life experience
8. Adaptable to Context
9. Trustworthy/Confider
10. Self Aware

Role and Responsibilities of the Community Mentor

The mentor will:

- Participate in initial and ongoing training, assessment, evaluation and supervision activities and in due course;
- Work with the mentee to identify goals, objectives and help them work towards these;
- Provide support, guidance and encouragement;
- Meet with a mentee on a weekly(or agreed regular) basis as arranged;
- Be non-judgemental;
- Have good listeneing and communication skills;
- Identify and report to project manager when family support might be appropriate;
- Mentain records for monitoring and tracking purposes;
- Use own initiative to identify and access relevant resources;
- Participate in supervision meetings with project manager;
- Mentain confidentiality in accordance wth the project confidentiality policy;
- Participate in the evaluation of the scheme.

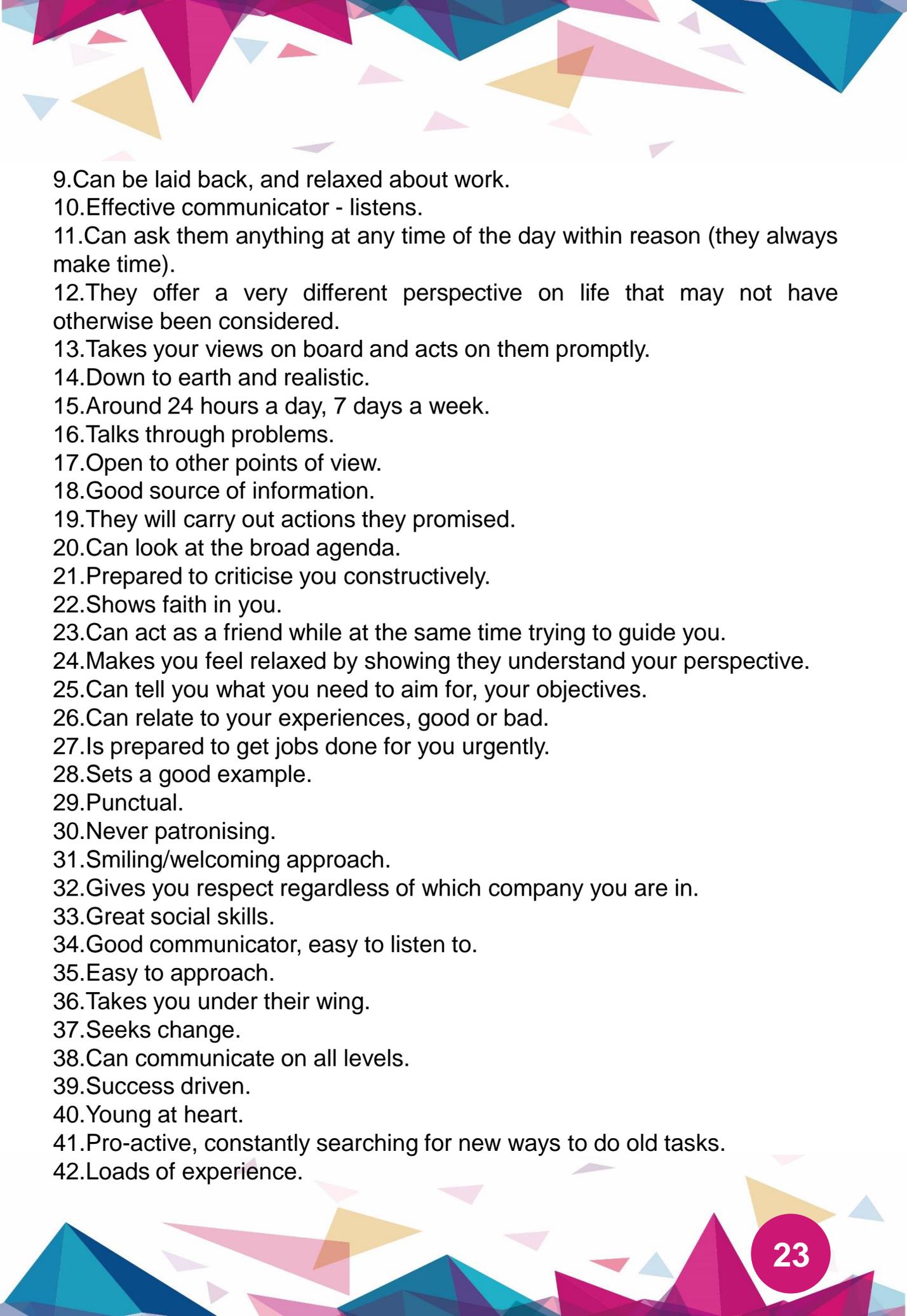
Values and principles that form the basis of community mentoring

Mentoring understood as a process is based upon the following values and principles

- a. Acknowledgement and assumption that people have good intentions.
- b. People are willing to change and have the desire to develop.
- c. People are capable of solving their own problems and willing to learn.
- d. People are different and diverse and that is NOT a problem in itself
- e. A 'successful' person represents the result of a personal, professional and social development process.
- f. People need encouragement and support to develop.
- g. Skills development is a continuous process.
- h. Collaboration is encouraged and preferred.
- j. The CM ensures confidentiality of their actions.
- k. Continuous searching for new ideas, theories and knowledge.
- l. Community mentoring/mentoring contributes to equality of opportunity for all mentees.
- m. Past experiences are reflected upon only if relevant to creating awareness of the self
- n. Thinking is directed towards the future.
- o. With every action is developed an ability to transfer into a new context , added value and personal analysis
- p. The meaning of the mentoring activity is created by the mentor and mentee

Mentor behaviours favoured by mentees:

1. Organised, patient and understanding.
2. Quietly persuasive.
3. Good listener, helpful, happy to sit back and observe when appropriate.
4. Good and patient listener - makes you feel comfortable.
5. Enthusiastically persuasive.
6. Has an ability to get things done - by force if necessary.
7. Organised and efficient worker.
8. Can get things done, but by persuasion, not by force.

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9. Can be laid back, and relaxed about work.
 10. Effective communicator - listens.
 11. Can ask them anything at any time of the day within reason (they always make time).
 12. They offer a very different perspective on life that may not have otherwise been considered.
 13. Takes your views on board and acts on them promptly.
 14. Down to earth and realistic.
 15. Around 24 hours a day, 7 days a week.
 16. Talks through problems.
 17. Open to other points of view.
 18. Good source of information.
 19. They will carry out actions they promised.
 20. Can look at the broad agenda.
 21. Prepared to criticise you constructively.
 22. Shows faith in you.
 23. Can act as a friend while at the same time trying to guide you.
 24. Makes you feel relaxed by showing they understand your perspective.
 25. Can tell you what you need to aim for, your objectives.
 26. Can relate to your experiences, good or bad.
 27. Is prepared to get jobs done for you urgently.
 28. Sets a good example.
 29. Punctual.
 30. Never patronising.
 31. Smiling/welcoming approach.
 32. Gives you respect regardless of which company you are in.
 33. Great social skills.
 34. Good communicator, easy to listen to.
 35. Easy to approach.
 36. Takes you under their wing.
 37. Seeks change.
 38. Can communicate on all levels.
 39. Success driven.
 40. Young at heart.
 41. Pro-active, constantly searching for new ways to do old tasks.
 42. Loads of experience.

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43. Adventurous.
 44. Patient, takes time to listen.
 45. Hardworking, leads by example, very positive attitude.
 46. Friendly.
 47. Encourages your personal and professional development.
 48. Decisive.
 49. Not judgmental of the way I am.
 50. Experienced in life.
 51. Knowledgeable in their field.
 52. Very good morale booster.
 53. Good organiser.
 54. Very creative and practical.
 55. Very good communicator.
 56. Loyal and totally committed to the cause.
 57. Willing to help and offer advice.
 58. Open, and readily accepts new ideas and criticism.
 59. Good organisation skills.
 60. Thinks before they act.
 61. Aware, and have knowledge of their field of expertise.
 62. Follows plan, very innovative.

Exercise 2: Add 5 more skills/abilities of a mentor/community mentor

Exercise 3: Using the list of behaviours favoured by mentees, prioritise your top ten and justify your answer.

Unit 3. Benefits of mentoring

Community Mentoring is a powerful tool for personal and community development, an effective way to help people to progress, a partnership between two people who usually work in a similar field and/or reside in the same community or belong to the same community of interest/ share similar experiences. It is a relationship based on trust and mutual respect. Through the partnership model, we also discovered that community mentoring also occurs between organisations and their communities through the way that organisations structure and deliver their services and makes itself accessible to their socially excluded communities.

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.

Why become a Community Mentor?

Becoming a mentor can enrich your life on a personal and professional level by helping you do the following:

- **Build your leadership skills** – It helps you develop your ability to motivate and encourage others. This can help you become a better manager, employee, and team member.
- **Improve your communication skills** – Because your mentee may come from a different background or environment, the two of you may not "speak the same language." This may force you to find a way to communicate more effectively as you navigate your way through the mentoring relationship.
- **Learn new perspectives** – By working with someone less experienced and from a different background, you can gain a fresh perspective on things and learn a new way of thinking – which can help in your work life as well as your personal life.
- **Advance your career** – Refining your leadership skills can strengthen your on-the-job performance, perhaps helping you get that promotion to higher management – or into management in the first place. Showing that you've helped others learn and grow is becoming more and more essential to advancement in today's business world.
- **Gain personal satisfaction** – It can be very personally fulfilling to know that you've directly contributed to someone's growth and development. Seeing your mentee succeed as result of your input is a reward in itself.

Exercise 4: In small groups, identify the benefits / value of mentoring from the perspective of the mentee, by comparison with training/counselling

Module 2: Personal Identity in the Mentor-Mentee Interaction

Module 2 Personal Identity in the Mentor-Mentee Interaction	
Title	
Module Aim	Clarify the nature of the relationship between the Mentor-Mentee relating to context, ethics, professional standard and the needs of the Mentee.
Units	<ol style="list-style-type: none">1. Use of the mentoring in a specific context2. Legal and organizational requirements and professional standards3. How to identify the client goals and outcomes4. Alternative sources of support for Mentee
Learning outcomes	<p>At the end of these unit the learners will be able to:</p> <ol style="list-style-type: none">a) Understand the specific context in which they will workb) Apply legal and organizational requirements in a specific contextc) Create a positive environment for the mentor-mentee relationshipd) Facilitate the identification of the mentee's needs and goalse) Manage the end of the relationship and signpost the mentee to future support

<p>Learning activities</p>	<p>Exercise 1: Analyse the social needs of the local community and the benefits of mentoring in a specific context.</p> <p>Exercise 2: Explain legal and organisational requirements and professional standards in a specific context relating to: data protection, privacy, confidentiality, safeguarding and disclosure.</p> <p>Exercise 3: Identify and agree goals and outcomes with mentee; agree the methods for recording progress and achievements</p> <p>Exercise 4: Explain the importance of establishing ground rules for engagement and boundaries and the role of the mentoring agreement in a mentoring relationship.</p> <p>Exercise 5: Using the sample given, create a session plan that enables the mentor to structure the mentoring session and how future support will be sourced.</p>
<p>Learning support materials</p>	<p>Unit 1: What do we mean by “specific context”? Research the local social context of your program.</p> <p>Unit 2: What is the professional standard of mentor?</p> <p>Unit 3: Who identifies the needs of the client?</p> <p>Unit 4: Why is good to material support after mentoring?</p> <p>References: CMSI Initial Partner Context Report Community Mentoring good practices guide. Global Code of Ethics for Coaches and Mentors – www.emccouncil.org.</p> <p>Project application Erasmus Plus Innovative Quality Mentoring for Social Inclusion</p>

Unit 1: Use of the mentoring in a specific context

The general principles stress the importance of clarity in defining the mentor role. This clarity must also be extended to include a clear agreement between mentor and mentee. The initial needs assessment – Prior Skills Assessment.

The precise nature of the agreement will reflect the **context and purpose** of the mentoring – for example, the mentor will facilitate the outcomes of the mentoring relationship in the first instance, rather than the agenda set by the organisation. Whatever the context, an early agreement and understanding about roles, responsibilities and expectations of the mentor and mentee are crucial for success.

In drawing up the mentoring agreement, examples of best practice in all guidance emphasise the need for a discussion and agreement on what is expected within the relationship.

Mentor – Mentee Expectations

The mentor should be professionally competent, has a current knowledge base, responds to needs, manages the process gives time in preparation, observation feedback, keeps confidentiality, and believes in the potential of the mentee.

The mentee should be realistic in expectations of the mentor, accepts their own responsibilities for the process, is willing to action plan or set the direction for self-assessment, is willing to be challenged, behaves appropriately towards the mentor keeps confidentiality.

All good mentoring relationships described in terms of the developmental model are reciprocal, based on trust and mutual respect, and will come to an end which is usually negotiated in advance.



The relationship and process will be characterised by a high degree of mutual learning – indeed, a prime benefit for the mentor is the intellectual challenge that opportunities for a *reflective space* will provide for self-development, continuing contact with practice networks and enhanced management skills.

The mentee will feel able to begin winding down the relationship as s/he is able to identify positive outcomes and celebrate success (however defined) within the process. The mentee will move to new sources of learning and opportunities for reflective practice as s/he is able to identify strategies for working through challenges and choices independently.

Overall, the establishment of clear goals and expectations in the agreement stage avoids conflict. Time given at the beginning of the process to thinking about the conduct of the relationship and its end will hopefully avoid the difficulties presented when, for example, a mentee might be overly dependent on the mentor, or confidentiality principles are not clearly understood.

Clarity is the essence, in the mentor mentee interaction. All parties in the mentoring process need a clear understanding of the precise nature of their own activity and their contribution to mentoring in a wider context.

Exercise 1: *Analyse the social needs of the local community and the benefits of mentoring in a specific context.*



Unit 2: Legal and organizational requirements and professional standards

Organization's requirements

The organization has an interest in allowing time for agreement process. Good organizational practice also suggests a management commitment to mentoring per se to the extent that there will be support systems in place such as mentor training, supervision and mentor meetings. Dedicated mentor group meetings could be useful in enabling mentors to establish their own support networks.

Moreover, the organization will facilitate appropriate participation of the mentor in the planning and organisation of the mentee's training in order to enhance the credibility and effectiveness of the mentor role. Again, the contribution of mentoring to overall quality of organisations cannot be ignored and is increasingly incorporated into management training for the mentee at all levels of continuing professional development. It should also be stated that the manager's role will be to ensure the effectiveness of the mentor by encouraging the support and co-operation of all colleagues relevant to the process.

Data protection & Privacy

Confidentiality is paramount to professionalism and is an underpinning requirement for successful mentoring in that it promotes trusting relationships – a prerequisite for honest, constructive evaluation and self-assessment in supported reflective practice. All the information collected by the mentor has to be recorded in a document on which both parties have agreed on. The document has to include personal data and applies whether the information is held on computer or in paper-based record keeping systems.



Therefore through this document organisation is legally responsible for the personal information they hold and requires organisations to collect and use information fairly, to store it safely and not to disclose it to any other person unlawfully. To ensure that mentee's personal data are processed properly the mentor has to show constantly his notes during the mentoring to the mentee in order to keep the personal data processing transparency.

Mentors can only disclose information about clients to the third parties if the disclosure is fair, compatible with the purpose with which information is held and falls within one of the conditions for fair processing.

Professional standard

The role of the mentor is to provide key collegial advice, assistance, and guidance to a mentee member as they undertake their practical work experience requirement and seek entry into full membership as a registered professional planner. Beyond this, both the mentor and the mentee member should benefit from the collegial nature of the mentorship through the exchange of ideas, sharing of experiences, and development of new perspectives.

The mentor must have as additional support a guide on which he can base on (*see Community Mentoring good practices guide.*) in his relationship with the mentee. As a mentor, you should meet with the mentee; you are mentoring every two months. These meetings should be in person or, if this is not feasible due to scheduling or geography, using technology such as teleconference, an instant messaging program or Skype. During these meetings, you will work cooperatively with the mentee to ensure s/he has a plan to achieve an acceptable level and range of the profession's competencies while s/he completes the practical work experience requirements.



Mentoring lasts a minimum of one year. It could be longer, as you must satisfy yourself that you and the mentee have achieved the goals of the mentoring. Please remember that mentoring is a two-way street, exposing you to the mentee's perspectives, experiences and knowledge. In addition to the formal mentorship, both parties may wish to meet just before s/he writes the professional examination, to review lessons learned and particularly to discuss 'public interest' and the profession's standards of competency, ethics and professionalism.

Ideally, mentoring should last until parties, mentor and mentee, are satisfied and s/he has fulfilled the expectations of the program. At that time, the mentor will be asked by the mentee to sign off on the Record of Mentoring, verifying that you are satisfied that, together, mentor and the mentee have met the program's objectives. The mentor should also sign and, if appropriate, comment on a record of each meeting. The mentee will prepare this record, and should send it to you shortly after each meeting. This allows the mentor to be more fully aware of mentee's progress.

In case that mentoring process is interrupt or the mentee want to change the mentor, the following aspects should be respected by both parties from the mentorship. If this happens, you will be asked to sign off on the period during which the two of you have worked together. The mentee retains any credit accumulated during the period the mentor had worked with him/her. It is the mentee's responsibility to notify the organizations if the mentoring arrangement is terminated in this way, and to identify a new Mentor.

Exercise 2: Explain legal and organisational requirements and professional standards in a specific context relating to: data protection, privacy, confidentiality, safeguarding and disclosure.

Unit 3: How to identify the client goals and outcomes

Considering the role of the mentor (*unit 1*) identification of the mentee's needs should be the main objective from the mentoring starts. Therefore the next steps are crucial in mentoring process:

Analyze ways of identifying and agreeing outcomes and goals with clients

- Explain the role of a mentoring agreement
- Explain the importance of agreeing with the client records of interaction and progress towards agreed objectives and goals
- Analyze client responsibility and autonomy for making changes

All good mentoring contracts/relationships described in terms of the developmental model are reciprocal, based on trust and mutual respect, and will come to an end which is usually negotiated in advance. The relationship and process will be characterized by a high degree of mutual learning – indeed, a prime benefit for the mentor is the intellectual challenge that opportunities for a 'reflective space' will provide for self-development, continuing contact with practice networks and enhanced management skills.

Exercise 3: Identify and agree goals and outcomes with mentee; agree the methods for recording progress and achievements.

Unit 4: Alternative sources of support for Mentee

When starting the mentoring it is important to establish that mentor and mentee have the same expectations and how the relationship will work for them. Moreover, the agreement on the ground rules of the mentoring process is the key for a successful mentorship. Discuss ways to end the relationship that are comfortable for mentor and mentee at the very beginning (including how to end the relationship early). This makes it easier at the end. At the end of the mentoring relationship, look back over the time and discuss what went well and what you might do differently another time. Comment constructively on each other's handling of the role. After the mentoring is finished, is useful for the mentee to have some alternative sources of support in order to manage the life's challenges.

How a mentor can give to his mentee alternative sources of support is through the discovering the main issues of the mentee. Considering the 'weak points' of the mentee, the mentor can create a list of motivational or inspirational books for reading which can help the mentee in future. Also, the mentor can suggest some workshops in order that mentee can be involved and so on. What is important to know from the beginning that how starts the mentoring also its ends, so the mentor during the mentoring should create the appropriate sources for the mentee.

Exercise 4: *Explain the importance of establishing ground rules for engagement and boundaries and the role of the mentoring agreement in a mentoring relationship.*



Exercise 5: *Using the sample given, create a session plan that enables the mentor to structure the mentoring session and how future support will be sourced.*

Learning Support Materials

Exercise 5 - Sample Session Plan

Mentee Name

Date

Brief details of the session

Self-reflection

Possible future needs/requirements

Module 3 Innovative strategies for mentoring

Module Title:	Innovative strategies for mentoring
Module Aim	To present, understand and/or familiarise the trainees with the most efficient/appropriate strategies, including those based on ICT tools, which can be used in mentoring/community mentoring
Units:	<ol style="list-style-type: none"> 1. Methods and technologies used to identify the needs of local communities which can be met through mentoring 2. Appropriate mentoring methods 3. ICT tools to support community mentors/mentees 4. Evaluation and self-reflection (logs and diaries) of the mentoring process/strategy
Learning outcomes:	<p>At end of these units the learner will be able to:</p> <ol style="list-style-type: none"> a) have a good knowledge of the needs of their local community that can be addressed through mentoring b) put in practice examples of process tools and strategies for understanding and operationalizing the mentoring activity c) explore/apply / make use of some technology-mediated strategies that could help to bridge the gap when mentor and mentee are at a distance from each other d) evaluate the mentoring activity using various techniques, as well as evaluate their own performance as a mentor
Learning activities	
Learning support materials	<p>http://pcaddick.com/PDF/Mentee%20role%20self%20assessment%20form.pdf</p> <p>http://www.case.edu/facultydevelopment/media/caseedu/faculty-development/Full-mentoring-workbook-for-PDF-link.pdf</p> <p>http://pcaddick.com/PDF/mentor%20role%20assessment.pdf</p> <p>https://www.hr.duke.edu/training/resources/mentoring/mentoringevaluation.pdf</p> <p>http://www.usask.ca/gmcte/mentoring/PDFPart1.pdf</p> <p>https://www.davidclutterbuckpartnership.com/wp-content/uploads/Evaluating-Mentoring.pdf</p>

MODULE CONTENTS

UNIT 1. Methods and technologies used to identify the needs of local communities which can be met through mentoring

The learner will be able to

- a) have a good knowledge of the needs of their local community that can be addressed through mentoring***

Exercise – What are the needs of the local community that can be met through Mentoring

Possible answers could be –

- **Mentoring someone who has come through trauma**
- **Mentoring someone through a course**
- **Mentoring someone in a volunteering role**

EACH COUNTRY WILL HAVE THEIR OWN EXAMPLES THAT CAN BE ADDED AS THE TARGET GROUPS ARE DIFFERENT

Techniques that can be used to identify needs of potential mentees

- Questionnaires and survey
- Interviews
- Observation
- Focus Groups
- Performance appraisal
- Critical Incident



UNIT 2 Appropriate mentoring methods

The learner will be able to

a) put in practice examples of process tools and strategies for understanding and operationalizing the mentoring activity

TYPES OF MENTORING

One-to One Mentoring

In this traditional model, one mentor is matched with one mentee, and a trained program manager (obviously in the case of *formal mentoring*) monitors the match's progress over the course of a number of months. Usually, the matches are deliberate; the mentoring program manager pairs two people together based on certain criteria, such as experience, skill sets, goals, personality, and a variety of other factors.

Because it's a "familiar" model, people tend to be comfortable with it. This model allows for—and even encourages—the mentor and mentee to develop a personal relationship. The one-on-one nature of the relationship provides the mentee with critical individual support and attention from not only the mentor, but also the program manager.

Group mentoring

Group mentoring has become more common, especially in settings in which recruiting a sufficient number of volunteers for one-to-one mentoring is difficult. In this model, one adult is matched with two or more mentees, and activities are conducted in small groups. Unlike one-to-one mentoring, many group mentoring relationships focus more on peer interaction, with the mentor acting as a facilitator. Consequently, fewer group mentoring relationships result in a deep connection between mentor and mentee than do one-to-one mentoring relationships.

This group-oriented experience provides numerous kinds of mentoring assistance including information sharing, advice, social support, coaching, counseling and empowering individuals to greater competency.

What is the difference between going to one on one mentoring and group mentoring?

It's a bit like going to a gym: if you wander in by yourself you may feel intimidated and either lose heart or fall into classes and do what everyone else is doing... but having someone there to guide you and encourage you, to push you and to lay off when appropriate - that's how we get the best out of learning!

One-to-One Mentoring	Group Mentoring
Focused on individual development	Focused on multiple development
Most personal	Less personal
Overall development focus	More coachable/topical
Confidential and safe	Confidential but with limitations
Bi-directional	Multi-directional
Expertise from mentor to mentee	Expertise from multiple directions
Less demand on time	More demand on time
Scheduling easier	Scheduling a challenge
Personal dynamics	Group dynamics
Limited number of mentees	Larger number of mentees
Networking limited	possible/Easier to network
Individual projects	Group projects

Advantages to Group Mentoring:

- Support comes not only from the Mentoring Group Leader (MGL) but from peers within the group
- Provides for greater exposure to multiple levels of expertise and knowledge as each participant brings their own competencies to the group that can be shared
- Diversity within the group brings a diversity of perspective to issues as well as to a greater understanding and awareness of diversity in general as it relates to ethnicity, sex, etc.
- Provides for a greater number of individuals to benefit from mentoring as opposed to the limitations of a 1-on-1 mentoring program
- Group projects linked to group mentoring enhance the learning of participants and develop an understanding of how teams operate.
- Requires less commitment of resources than formal 1-on-1 mentoring programs

Disadvantages to Group Mentoring:

- Each member has different needs that must be balanced against the overall group needs
- Does not offer the “personal” relationship that is the hallmark of a 1-on-1 mentoring relationship
- Scheduling a large number of individuals to meet regularly can be a challenge
- The element of confidentiality and safety may not be achieved to the level possible in a 1-on-1 relationship thus limiting the extent a member takes risks and learns
- Competition within a group can disrupt the success of a mentoring group
- Mentors need to understand and be comfortable with group dynamics and processes

STRATEGIES

Zachary (2000) pointed out that mentors, in addition to their expertise and experience, need to be familiar with specific **process skills** that can facilitate the mentoring process. The following strategies could be particularly useful:

1. **Asking questions** that will help mentees to reflect on and articulate their own thinking, for example

Could you tell me a bit more about what you mean by...?

It sounds as if this is the tip of the iceberg. Let's think about this some more and discuss it at our next conversation.

That's an interesting way of describing the problem. How would you apply that to individuals of a different gender?

2. **Reformulating statements** help mentors to clarify their own understanding and encourage mentees to reflect on what they articulated, for example

I think what I heard you saying was ...

My understanding is...

3. **Summarizing** helps to remind the mentoring partners of what has transpired and allows both parties to check out assumptions in the process, for example

As a result, I feel we have achieved...

We've spent our time this morning... but I gather you feel you'd rather...

4. **Listening for silence** – Silence can indicate boredom, confusion, discomfort or embarrassment. On the other hand, some individuals just need time out to think quietly.

5. **Providing feedback** that is authentic and suggests future action, for example

I like the way you... next time you might try...

You made a really good start with... what I'd like to see is...

Because of their experience and accumulated insights, mentors can guide a mentee's sense of the possible. Modeling behavior and sharing stories help to inspire and inform the mentee. By fostering reflective practice, the mentor helps the mentee to take a long view and create a vision of what might be. Reflective practice should be encouraged during and after the mentoring relationship.

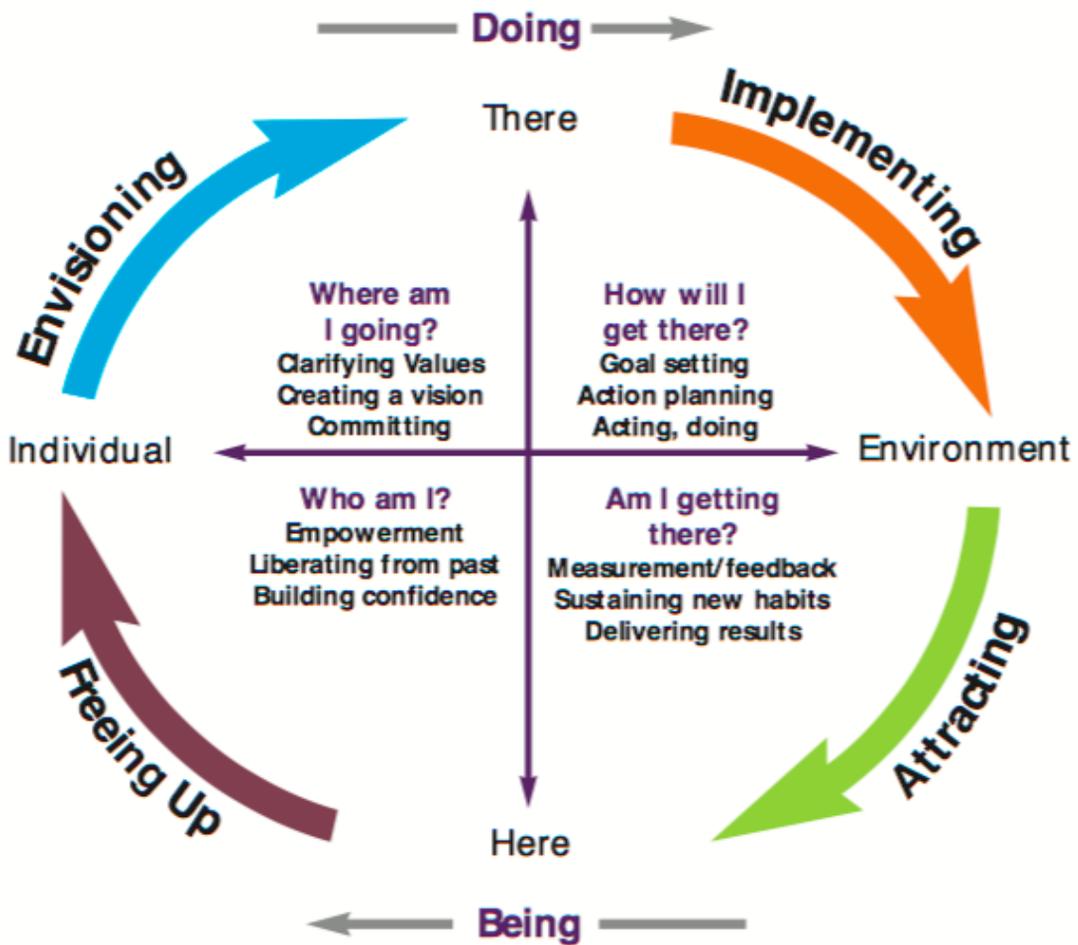


Fig. 1: The Mentoring Wheel (Munro Turner, 1999)

UNIT 3 ICT tools to support community mentors/mentees

The learner will be able to

- a) explore/apply / make use of some technology-mediated strategies that could help to bridge the gap when mentor and mentee are at a distance from each other***

Technology is increasingly used in the mentoring process because of its widespread accessibility and potential to overcome the barriers of time and geographical location between mentors and mentees. Yet, mentors need to be aware not only of the benefits of technology-mediated mentoring, but also of the specific challenges that come with it.

No matter how the communication occurs, it is important to remember that e-mentoring has the same purposes as traditional mentoring except that technology is used to facilitate mentoring relationships. However, one should not be closed to the idea that e-mentoring is qualitatively different and might provide as yet undetermined contexts and exchanges that may not be possible to replicate in traditional mentoring relationships.

Advantages

The written medium of conversation allows for **spontaneity and flexibility**. Since online communication does not require instant reaction, it allows for more thoughtful interaction between mentor and mentee. It is also possible to exchange large amount of information in a short span of time.

Provided that the technology is accessible and available, the mentor and mentee are **not confined to a physical space** and interactions can be initiated or continued from anywhere – while traveling, or in a public space such as a restaurant, or library.



Technology-mediated mentoring is attractive for mentors and mentees separated temporally, increasing opportunities to interact by making it possible for **interactions to occur at any time**, synchronous or asynchronously. Thus it lessens or eliminates any scheduling or time zone issues.

Another aspect to be considered is **cost effectiveness**. With technology-mediated mentoring, it is possible to send any number of messages (via mobile applications like what's app, viber, messenger, or communication platforms, such as skype, twitter) of any length with minimal cost.

Because of its flexibility, e-mentoring allows for **mentors/mentees who have a disability, mobility issue, home obligation or work schedule to participate in a program**. Technology-mediated mentoring has the potential to equalize access to mentors/mentees from remote rural/urban areas.

Special challenges

These include a higher potential for:

miscommunication/misinterpretation - Mentors and mentees can misinterpret attempts at humour and sarcasm. The tone of the message may be misread as negative when it was not meant to be so. Another common cause of misinterpretation is delayed responses to messages. Since e-mentoring is typically text-based, relatively fast, there is an expectation for responses from participants to be quick. A few days pass before responding to a message may be misinterpreted by the mentor/mentee as a lack of interest, sign of anger or rejection.

specific literacy requirements - the participants (both mentor and mentee) have to be careful and rapid readers. Technology by itself can be intimidating to some. If a person is not familiar with using technology to communicate (e.g. unfamiliarity with the unique culture of online exchanges, the rules of "etiquette," or the dangers of computer viruses), this may function as a communication inhibitor and create anxiety for the participant.

- ✓ **issues of security and confidentiality** - there are legitimate concerns about data security and confidentiality, especially where the participants are part of a vulnerable population. Participants may be inhibited from making authentic disclosures or sharing their mistakes (an important strategy for building trust) because of their awareness that online mentoring creates written records. Also, as part of the business culture, adults tend to be discouraged from making statements that could be misinterpreted in a court of law.
- ✓ **need for additional skills and resources** - access to technology is assumed. However, not everyone has access to the internet. Inaccessibility is more common in the less educated and those from low-income communities. With reduced access, there is less comfort and familiarity with computers. All this creates barriers to launching programs in areas and for people who may need it the most. In addition, the issue of technology costs should not be ignored.

If we discover s that ICT is an area that needs development with mentees

The European Commission has defined **digital competence** as involving *the confident and critical use* of Information Society Technology for **work, leisure and communication**. Digital competence is grounded on basic skills in ICT, i.e. the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet. However, the adoption of necessary skills and competence to use ICT need to be complemented with the mastering and understanding of ICT.



In the OECD's definitions (The Organisation for Economic Co-operation and Development) of the key competencies for a successful life and a wellfunctioning society, a competency was defined as not only consisting of skills and knowledge, but also involving the ability to meet complex demands in a particular context. In the OECD's framework, the competencies are classified in **three broad categories**: 1) use tools interactively, 2) interact in heterogeneous groups, and 3) act autonomously. Each of these key competencies implies the mobilization of knowledge, cognitive and practical skills, and social and behavioral components including attitudes, emotions, values, and motivations. The first key competence, use tools interactively, is especially important when thinking about ICT. This competence means the ability to use technology interactively, which requires an awareness of new ways in which an individual can use technologies in his/her daily life. An individual should have the ability to make use of the potential of ICT to transfer the way of working, to access information, and to interact with others.

Therefore, if necessary, the mentor can make use of the following arguments to **convince** the mentee regarding the benefits of having digital competence:

- Information and Communications Technology (ICT) has an important role in the world since we are now in the information age era. With ICT, companies can make the business easier; on the other hand, the lack of appropriate information at the right time will result in low productivity, low quality research works, and waste of time to pursue information and even to do research which actually others had done or in other countries;
- ICT has a great impact in our daily lives. For example, we can read our local newspaper using the online newspaper. Another example is we still can get connected with our family, relatives, or colleagues even if we are abroad by using the electronic mail, yahoo messenger, call conference, or video conference;
- The digital age has transformed the way young people communicate, network, seek help, access information and learn. We must recognize that young people are now an online population and access is through a variety of means such as computers, TV and mobile phones. If we want to connect with them, we must use the same communication tools.

UNIT 4 Evaluation and self-reflection (logs and diaries) of the mentoring process/strategy

The learner will be able to

d. evaluate the mentoring activity using various techniques, as well as evaluate their own performance as a mentor

EVALUATION

One of the paradoxes of formal mentoring programmes is that the essence of the relationship is its ***informality*** – the ability to discuss in private a wide range of issues that will help the mentee cope with and learn from issues s/he encounters, putting aside any power or status differences that might operate outside the relationship. So, the idea of measurement and review is, on the face of it, to some extent at odds with the need to retain a high degree of informality and ad hoc responsiveness.

In practice, a certain amount of measurement provides the foundation, on which the informal relationship can grow most healthily. It allows:

- Scheme co-ordinators to recognise where additional support is needed and to improve the operation of the scheme – not least the training
- Mentors and mentees to work together to build the relationship, understanding more clearly what each can and does bring to the discussions

Effective measurement in mentoring is:

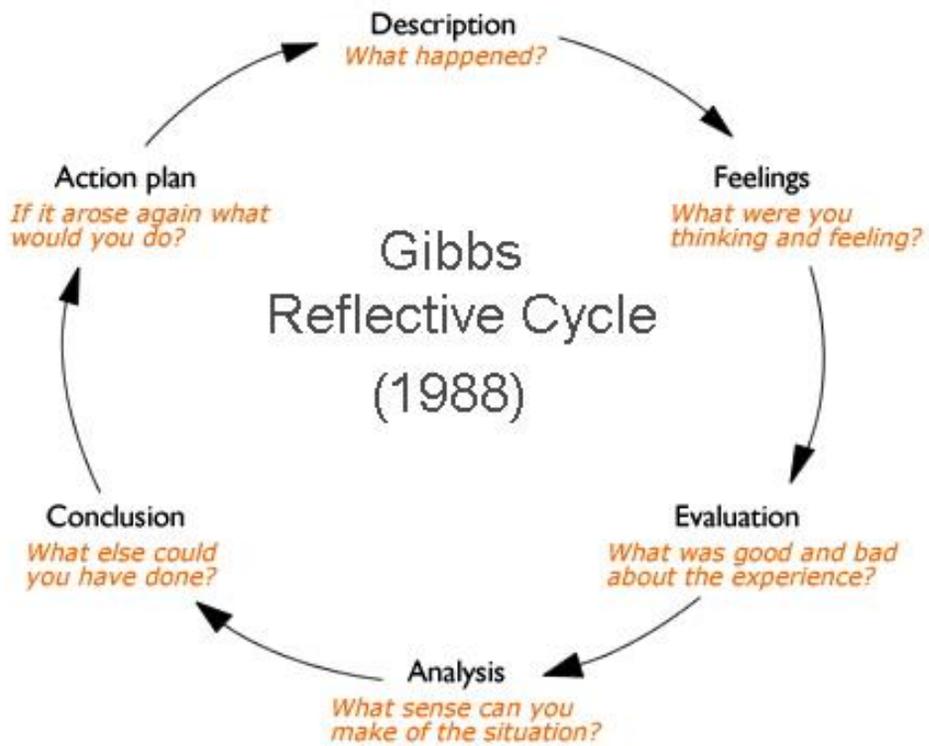
- Valued by all parties as helpful
- Timely
- Straightforward and easy to apply

According to David Clutterbuck, mentoring (*formal mentoring in particular*) measurement falls into **four categories**:

1. **Relationship Processes** – what happens in the relationship. For example: how often does the pair meet? Have they developed sufficient trust? Is there a clear sense of direction to the relationship? Does the mentor or the mentee have concerns about their own or the other person's contribution to the relationship?
2. **Programme Processes** – for example, how many people attended mentoring sessions? How effective was the mentoring activity?
3. **Relationship Outcomes** – have mentor and mentee met the goals they set? (Some adjustment may be needed for legitimate changes in goals as circumstances evolve.)
4. **Programme Outcomes** – have we, for example, increased retention of key staff, or raised the competence of the mentees in critical areas?

	Start	Middle	End
Scheme Outputs	Have all mentees acquired a mentor? Have they met?	Frequency of meetings	Retention (in the company) Successful promotions Measured increase in competence Achievement of diploma/ certificate
Scheme Processes	Major concerns by participants (e.g. confidentiality)	Major difficulties encountered (e.g. time pressures, skills gaps, cancelled meetings) Do the mentors/mentees feel supported?	Are mentors willing to continue with a new mentee?
Relationship Outputs	Has mentee's selected mentor /mentor been appointed?	Have they set clear (learning) goals? Are there clear expectations on both sides?	Has the mentee achieved the desired improvement in: <ul style="list-style-type: none"> • competence • confidence • clarity of career direction Has the mentee progressed in his/her career? Has the mentor learned from the relationship?
Relationship Processes	Have they met? Mentor/mentee's confidence in being able to take part Have they established trust?	Frequency of meetings Who is managing the relationship? Are they preparing sufficiently for meetings? Is mentor's behaviour appropriate? (skill gaps) Is mentee's behaviour appropriate? (skill gaps) Level of rapport? Level of commitment?	Has the relationship come to a formal conclusion? Are both parties happy about that? Would the mentee eventually like to become a mentor?

Why is it important to evaluate?



Self Reflection and Critical Reflection



See Self reflection Sample forms eg

Review the effectiveness of your own practice in Mentoring. Justify the selection of approaches , resources and methods in relation to meeting individual learning needs. Identify areas for improvement.

Justify selection of approaches, resources and assessment methods?

Main points you have learnt that will result in a positive change in your practice?

How will you incorporate what you have learned into your practice?

What knowledge/ skills do you think you need/would like to develop?

What do you feel you did well and would like to develop further to enhance your performance?

What resources and support might you need to take your learning/development needs forward?

PARTNERS

Coordinator

Kilcooley Women's Centre, North Ireland

Kilcooley Women's Centre was established in 1995, working with socially disadvantaged women, children and families, to help improve their life chances and high level outcomes. It is a registered charity in Northern Ireland, and a company Limited by Guarantee. It operates as multi strand operational model, working in the fields of training, education and employability, childcare and early years, positive mental health and wellbeing, good community interrelationships and addressing long term unemployment/inactivity by young people not in education, employment or training (NEET). It provides a wrap around support service to participant beneficiaries and indirect support to their family members. It was worked with the long term unemployed and economically inactive people to help improve their employment prospects through one to one mentoring, group work, peer support, befriending and skills based training.



<http://www.kilcooleywomenscentre.co.uk>

Association of Consultants for Community Development – ACDC Romania

ACDC Romania is a professional association established in 2011, to support the sustainability of 255 disadvantaged rural communities, which have previously received technical assistance under the Knowledge Economy Project (KEP), funded by World Bank during 2007 – 2011, to develop local Telecentres/Public Points of Access to Internet (PAPI) providing ICT based services to citizens. ACDC current 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 has developed programs that main target groups are represented by: poor people, Roma, victims of domestic violence, people with mental disabilities and people isolated geographically.



Asociația Consultanților în
Dezvoltare Comunitară

<http://www.acdcromania.ro/>

Teleorman Region School Department – Romania

Teleorman Region School Department is the institution that 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. The goals and mission of the department includes: “Improve the quality of education program through education and training” and “The rapid evolution of attitude for students, teachers, representatives of local communities”. Our objectives are in strong correlation with the topic envisaged by this strategic partnership, namely school counselling and insertion on the labour market of young graduates. The team working in our institution assumes the following transversal strategic objectives: a greater involvement of all the partners in the system of education and training; a greater visibility of the results of European collaboration in education and training; the need to support the European and national instruments from the domain of transparency, recognition, quality assurance and mobility.



<http://www.isjtr.ro/>

OZ ZIPS Slovakia

OZ ZIPS is a non-government organisation established in 2012 as a platform for young people in Spisska Nova Ves the region with the highest number of Romany people in our country. Before establishing the organisation, our members were active in community work in our city – especially in building skate parks and various artistic projects. In the future we would like to focus on mobility projects, multilateral programs and transfer innovation projects and through working with people from different cultures we would to be able to develop a very good understanding of the specifics of each nationality and the cultural backgrounds.

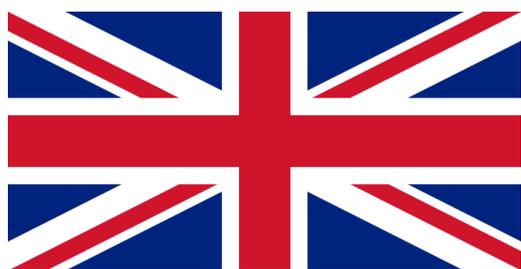


Sosyal Yaşam Gönüllüleri Derneği – Turkey

Social Life Volunteers Association was founded to support people who are under the risk of sociological, economical, psychological and physical threatens. Besides this aim the association organizes a wide range of activities which supports all individual's social development. In terms of this purpose is an organized sportive, artistic, cultural and educational activity with people who has various backgrounds and specialties. Social Life is trying to create awareness in public about active, social life and active aging. It has 95 members including our board members. Even it has members from various specialty many of them consisting from teachers, trainers and educators. This situation will enable the project subject to disseminate a wide range.



BLENDED MOBILITIES



Asociația Consultanților în
Dezvoltare Comunitară



INSPECTORATUL ȘCOLAR
JUDEȚEAN TELEORMAN



Spisska Nova Ves / Slovakia / Ozzips

Our first mobility within IQ-Mentoring project was in Spisska Nova Ves, Slovakia organized by our partner OZ ZIPS in the period of 12-16 November.

It were 5 days full of activities which involved workshops, outdoor team buildings activities, debates and sharing of best practices between all the participants present there.

Our partner OZ ZIPS prepared for us a lot of interesting themes and subjects concerning community mentoring on which during those days we focus on.

As well due to debates and active workshops the participants had the opportunity to develop their communication skills and the ability to speak in public. These were the most important objectives followed during mobility because all the participants are attending the Community Mentoring Course delivered in each country of the partnership.

Through work and fun all the participants said in the end that this mobility helped them to improve their skills and helped them to be more motivated to involve more in their community in order to help it to develop and help people to be social included.



Alexandria/ISJ/ROMANIA



In the beginning of December, 10-14.2016 was organized the second mobility of IQ Mentoring in Alexandria, Romania. Once again all partners within project came together to share and to experience the best practices and examples of community mentoring.

All 5 days were created in the manner that each day had one

topic concerning community's issues in their own country. The program of the mobility was as it follows: in the first part of day we visited some schools or institutions which were dealing with roma people, persons with disabilities, refugees and in the second part of the day all participants shared their best practices they are facing in those topics through workshops and presentations. First day, for example, was under "dropout of school" topic and were presented the projects of the inspectorate through which they are trying to stop the dropout of school. All participants were involved in workshops and debates which had as purpose to find practical ways in which mentoring can help the community in order to stop the dropout of schools.

During this mobility all the participants had the opportunity to find out how a community mentor can help the community and through which instruments and ways he can use in order to help the vulnerable group of the community.

Bangor/KWC/Northern Ireland

The third mobility within IQ Mentoring project was organized in Bangor, North Ireland in 21-25th January 2017 by Killcooley Women's Centre. The core of the 5 days was to share and to experience the best practices of community mentoring among partners. All participants got involved in interesting and useful activities using various methods such as presentations, group exercise, debate, team work.

Equality and diversity and youth mentoring training, team building outdoor activities, study visits in mainstream school and centre for elderly, organizing the mentoring agreement group exercise gave participants the opportunity to share and gain more experience in community mentoring.

This mobility increased the institutional capacity of partner organisations in providing the modern and innovative pilot training which is delivered in each partner country.

Thank you Killcooley Women's Centre for your professionalism and for your well organized mobility.



Bangor/KWC/Northern Ireland



The fourth mobility within IQ Mentoring project was organized in Hatfield, UK, during 6-10 February 2017 by Kaleidoscope Enterprise Limited.

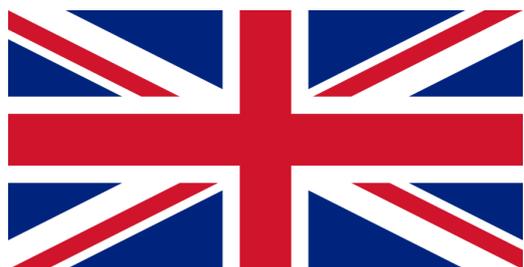
The theme of this blending mobility was Community and Mentoring Best Practices. During

the 5 days all participants shared experiences and best practices focusing on different mentoring activities addressing the needs of various target groups such as: Elderly, Young people, Parents, teachers, Roma communities (Especially in Romania and Slovakia), remote rural communities. All participants got involved in interesting indoor and outdoor activities using various methods such as ice breaking exercises based on songs and dances, formal presentations, group exercises, debates, workshops.

At the end of the program participants acknowledged that this mobility helped them to improve their skills and helped them to be more motivated to get more involved in their community in order to advance equality, transparency and social inclusion of disadvantaged groups.



BEST PRACTICES IN MENTORING



BEST PRACTICES EXPERIENCE – NORTHERN IRELAND, UNITED KINGDOM

Background of the learner/mentor



Donna McIlroy lives in Belfast and is a mother of 2 grown up children. She works as a counsellor for victims of sexual abuse/violence, a role which is very challenging, yet also rewarding. Donna has also volunteered in a number of organisations including Kilcooley Women's Centre, providing counselling and support and also engaging on events and activities.

Donna used community education as a route back to employment following raising her family. This journey was inspired by a mentor working within the local women's centre, who mentored her journey back to education and reignited her love of lifelong learning. She gained core qualifications and trained as a counsellor, gaining employment with Nexus, the leading counselling organization in Northern Ireland. Donna completed the bespoke Erasmus+ mentoring training programme and further recruited participants from her counselling work to complete the training on the conclusion of their counselling. She is currently completing her Level 3 Education and Training Certificate (equivalent Level 4 in EU) to enable her to become a professional trainer, to deliver a range of community based learning opportunities including mentoring. This will provide a legacy to the project, in that Donna will be able to deliver the training long after the Erasmus+ funding ends and the project closes. She has also become a community based advocate for the Erasmus+ programme and encouraged her own organization to become involved in a partnership.

Target Group / Community the Mentor Works With

Donna works with survivors victims of sexual abuse and sexual violence. Mentoring differs from counselling, and during the training Donna was a useful example of how the two techniques differ. Through Nexus NI Donna offers counselling and support to survivors of sexual abuse, victims of sexual violence including those who have experienced rape and sexual assault, providing a professional counselling service helping people to survive sexual violence, rape and abuse. Counselling is available for anyone aged 16+ in all regions of in 30 centres across Northern Ireland including Belfast, Derry/Londonderry, Portadown and Enniskillen. Donna now is able to provide a mentoring approach to clients on the completion of their counselling service.

Best Practice

Using the skills she gained, Donna now mentors survivors who have completed their counselling journey and proceed to join their client forum. This forum works to promote survivors of abuse, which provides immeasurable support, inspiration and motivation to their members using a mentoring approach, provide training and development opportunities for people post counselling. This helps improve self esteem, confidence, encourages them to develop new skills, improves their quality of life, mental health and wellbeing.

Highlights

Donna took part in many aspects of the project, including the programme launch, the course of learning, blended mobilities and volunteering during mobilities hosted in Northern Ireland. Her highlight of the programme was the opportunities it gave her to take part in European learning activities with learners from the other partnerships. Her highlight was the learning experience in Sivas in Turkey, which not only gave her the opportunity to visit a region she would not otherwise have had the chance to visit, she has formed lifelong friendships with other participants, who through the Facebook learners group, continue to engage, share experiences and relationships. Erasmus+ was truly live changing experience.

BEST PRACTICES EXPERIENCE – NORTHERN IRELAND, UNITED KINGDOM

Background of the learner/mentor



Gina Murray is a senior service user of Kilcooley Women's Centre, and a resident of the Kilcooley estate. She is retired, a mother of 2, grandmother of 3 and great-grandmother of 3, with a new great-grandchild expected before Christmas 2017. Gina had become involved in community based activities due to her tragic personal circumstances, which have had a lifelong impact on her. During the Northern Ireland Conflict (also known as the 'Troubles'), Gina lost her 13 year old daughter Leanne in a bomb explosion in Belfast on the Shankill Road, on the

23rd October 1993. The event is one of the most notorious events of the conflict. This had a huge impact on Gina, her life and her family. She readily admits for many years, the loss of her daughter Leanne had a huge impact on her mental health, she was unable to work, and struggled with daily life. Six years ago, Gina was introduced to Kilcooley Women's Centre through her daughter-in-law, who felt the support based programmes and mentoring approach offered in the centre, would assist her overcome some of her issues, and enable her to engage in the local community and re-build her life. Over the years, with informal mentoring and support through the centre, Gina has become one of the most active members in the local community, has formed and runs a local Scout group, and has joined the Board of Directors of Kilcooley Women's Centre. Mentoring, has changed her life, and when she had the opportunity via the Erasmus+ project to train to become a mentor, she was very keen to become involved. Gina's reluctance to fly meant that she restricted her participation in the local learning activities, to train to become a mentor. She was actively involved in the blended mobilities and 'Train the Trainer' events held in Northern Ireland, acting in a volunteer role as a host assisting project staff provide a positive mobility experience for the European partners. She also took part in the focus group as part of our internal evaluation of the training experience in Northern Ireland. Gina continued her mentoring learning journey and has now completed Level 1 (Level 2 EU equivalent) in Mentoring, as an addition to her Erasmus + learning achievement.

Target Group / Community the Mentor Works With

Gina works with different groups within the community. These include **older vulnerable people**, who are suffering social isolation. She provides mentoring to help improve their confidence, self esteem and ability to engage in community based activities, using her own personal journey as a best practice example.



She leads an 'older women's' peer support group, who meet on a weekly basis, mentoring individual participants who join the group, helping them identify needs for older people within the community and to lobby for change. Gina also established a Scout group for **the 4-11 age group** in the Kilcooley estate. This scout group is particularly targeting children from disadvantaged backgrounds. She mentors the children and the parents who are involved in the group. She is now an advocate for community mentoring for social inclusion, and is a great success story for the Erasmus+ project.

Best Practice

Gina co-ordinated and supported a group of 20 older women in the Ards North Down and Kilcooley areas of Northern Ireland, working on a one-to-one basis and also arranging and holding focus groups and consultation exercises. Her objective was to mentor, support and encourage each one to participate, overcome their fears, and realize their expectations, engage on lifelong learning opportunities. This included encouraging them into other learning activities (ICT, arts and crafts, Irish history, commemoration events linked to World War 1 and exploring family history). She also mentored the women to become more active in their community, encouraged them to participate in community consultations, focus group and surveys to ensure their views and voices were heard.

The establishment of the Kilcooley Scouts is a major achievement for Gina, and will leave a lasting legacy in the estate for the Erasmus+ programme. Gina, through the skills and confidence she gained through her learning journey, has now cascaded the learning to her team of volunteers, who she is now mentoring to ensure they become first class Scout Leaders. She is providing ongoing mentoring support to improve social inclusion for disadvantaged young people and to instill the principles and practice of mentoring to her young Scouts in the hope they become lifelong mentors themselves.

Highlights

The activities and approaches Gina introduced in both cohort of local groups has enhanced her own learning achievements and has contributed to her own continuous personal development. She found meeting and engaging with such a diverse range of programme participants from across the partnership was rewarding and helped develop her understanding of each nationality and improved her outlook as a European citizen. Her learning opportunities have given her the skills and confidence to engage on new programmes including peace building at a local level in Northern Ireland. Her personal highlight has been the establishment of the Scout Group, which will benefit from the dedication and work of local mentors for many years to come.

Teodora Borghoff – ACDC Romania

Background of the learner/Mentor



Teodora Borghoff is an experienced trainer, e-community mentor, and local development consultant. She was involved as ACDC member in different projects aiming at developing local Telecenters/ Public Points of Access to Internet (PAPI) providing ICT based services to citizens. She provided e-inclusion training and mentoring programs as well as consultancy services to ACDC and its partners acting in the field of social and professional

insertion schools, libraries, e-centers ruled by municipalities in rural areas.

As trainer and community mentor she proved great ability to recognize the need for information and to properly address this according to the level of education and experience of the learners, ability to locate and deliver information and develop interactive teaching techniques and effective permanent evaluation of learners knowledge during training, efficient use of information and ICT technologies, willingness to provide examples of good practice to mentor and guide disadvantaged people in their learning experience.

Target Group/Community which mentor working with

Mentors, teachers, librarians, other professionals with knowledge and skills in working with local authorities and local communities, creative thinking trainers who are concerned about the progress of the institution and the community served, and various communities' members in rural and small urban localities in Western Romania specifically in Timis and Caras Severin Counties: active adults, young people, elderly people, and people belonging to vulnerable groups that are digitally excluded.

Best Practice;

Teodora coordinated and supported e-mentoring programs in 8 telecenters/PAPI located in Timis and Caras Severin Counties in order to help digital inclusion of vulnerable members of local communities. PAPI is a place specially equipped to offer community members access to ICT, with computers and the Internet access. A PAPI can be located in a library, school or local authority public space.



Teodora provided the training and mentoring support to improving digital and mentoring skills of more than 30 community mentors, teachers, librarians, public servants and other professionals to help them become e-mentors for e-inclusion. This initiative was meant to increase community members' involvement in addressing digital inclusion of vulnerable groups, supporting lifelong learning, reducing digital exclusion, improving disparities between urban and rural by facilitating access to information for large categories of population.

The training program was organized in 2 sessions of 5 days each, and has been adapted to each community in order to address key socio-economic development aspects such as: the absorption of EU funds and the development of partnerships initiatives for socio-economic development, local networks potentially generators of development projects through the use of ICT, the promotion of local businesses through creative websites, and last but not least providing training in ICT for community members, including vulnerable groups.

The mentoring program continued 2 years after the training delivery and offered practical guidance in implementing small local socio-economic projects at local level such as: EU writing proposals to develop local infrastructure and local business, public-private partnerships to promote local products, ICT support services to job search and CV writing, local website development.

After the end of the mentoring program some communities achieved great results. One important outcome was the approval of 1 million Euro infrastructure project for the Recas community. Also one rural association in Caras Severin obtained finance to develop a Tourist Information Centre and an association of beekeepers and honey producers could sell their entire honey production using an interactive website. All these successful projects were developed during the mentoring program coordinated by Teodora. These achievements brought more confidence of local mentors in developing further mentoring projects and brought Teodora a lot of gratitude and respect from local community members.

Highlights;

The activities developed in PAPI by the e-mentors have strengthen the institutional capacity of local public authority through the development of an effective development of the community ICT services to address digital exclusion of vulnerable people but also to attract financial resources, in accordance with the strategy and objectives of local sustainable development, as well as with the needs of the population. The local communities had developed every year by ensuring digital inclusion of its vulnerable members, offering them better access to the labour markets and support their social and economic inclusion. Last, but not least the communities involved in the e-mentoring program managed to attract every year EU and other investment funds through innovative ICT based projects, most of them benefitting from the dedicated work of community e-mentors.

THE LEARNER: Constantin Tanasa, ACDC Romania, Dolhasca, Suceava



THE ORGANIZATION

The Multifunctional Social Center Dolhasca was opened within the PET project 056 “ A chance for the future - Integrated services for young people at risk in a Multifunctional Social Center ” where ACDC Romania was partner. This center allows registration of cases of young people being at risk, diagnosis of the problems

they face, prescribing a set of support services and contracting their suppliers, providing services like counseling, training, assessment and involvement of professionals to support their social rehabilitation for inclusion.

THE PRACTICE

Constantin Tanasa is the director of the Technique High School “Oltea Doamna” Dolhasca and beside that he is the coordinator of the Multifunctional Social Center Dolhasca. His main occupation as teacher and director was strength by his involvement in the social life of his community. Due to his job and especially to his involvement in roma, community mentoring for him was always a practice through which he guided to development and tried to help them in their integration in society. After attending the training course and learning other best practices through blended mobilities, the meaning of community mentoring became more clear and develop more the willing to be a real mentor in his community and not only in his high school as teacher.

THE PUBLIC

Dolhasca has a significant roma community and the rate of unemployed people is enough big for a small city. It is situated at 50 km from Suceava city which makes people's hiring difficult not having a public transportation and the only way of traveling is by train and personal car. Because of these factors, Constatin Tanasa as community mentor is working with roma people: children, youngsters and with disadvantaged people from his community. Being the director of the high school he is dwelling between local authorities and the community itself, trying to develop the community through community mentoring.

HIGHLIGHTS

Through IQ mentoring and the training course in community mentoring learners were trained to comprehend mentoring as an approach in the communities developing and their social integration. The training course changed the vision of teachers of what mentoring is and how it can be used in the social inclusion of disadvantaged people. Moreover the concept of e-mentor gave to the mentors the ability to be more close to their mentees and how they can guide them to develop their skills and to have access to information for their integration on the labour market and for their social inclusion.



BEST PRACTICE – I.S.J. TELEORMAN

Background of the learner/Mentor



Alexandra Mocanu, Romanian teacher and school inspector. I was part of the implementation team, as educational expert, doing the job of orientation/counselling (long term expert), in the project POSDRU/162/2.2/140564 - “Preventing school drop and offering a second chance to those who have left school early”, implemented in the period April 2014 – October 2014 by ISJ

Teleorman. I participated in the activities of the Grundtvig project *Community Mentoring for Social Inclusion*, run by ISJ Teleorman along with other institutions from the UK (Northern Ireland and England), Turkey, Romania and Slovakia, in the period 2013-2015.

I did various volunteering activities, as a member of The *Kiwanis Club*, an ONG that promotes social-humanitarian actions, to support children and people that come from disadvantaged backgrounds. As a school mentor, I have mentored/counselled teachers that did not pass different exams, in order to prevent another failure. I participate, along with teachers and pupils from the countryside, in the organisation of competitions coordinated by the Ministry of Education.

Target Group/Community which you, as a mentor, work with

I have been working with children that come from abroad or who do not know one of their parents, in collaboration with CJRAE (a special Educational Centre); another target group is composed of children and adults who have Roma origin - running some programs about social inclusion, especially in the countryside. I have also worked with refugees that temporarily live in the county of Teleorman.

Best Practice

In terms of contents, the mentoring course was very helpful, because the topics that were approached were also associated with study cases, which we worked at, gaining different abilities that are necessary for a mentor in real situations. I learnt that mentoring is an efficient way to help people find the right way, to solve problems about life and career. Also, I understood that in the relationship with the mentees, a mentor needs **empathy, mutual respect, and trust**, bearing in mind that this relationship has a **personal and confidential** character. As a mentor, you are aware of the fact that such a partnership requires **time and effort**, and you need to be a **good listener**, capable of **sharing knowledge and personal experiences**. A mentor is successful if he/she contributes to the growth of his/her mentees' self-confidence.

The course offered a great deal of information about the stages that a successful relationship of mentoring has to go through: getting to know each other; communicating expectations/setting goals; starting working together towards attaining goals; ending the mentoring relationship/the follow up. The information about the differences between mentoring and counselling was also helpful, taking into account the fact that a mentor does not have an answer to all questions, but he/she helps the mentee to evaluate the options, to build an action plan that he/she will later assume.

What I learnt during this course will help me run different mentoring programmes, because I developed a series of abilities which allow me to successfully approach the people that will be mentored. A quality that I will develop in order to see the efficiency of my work will be that of offering valuable information. This way, I will inspire trust and safety to the people I will be working with. I will identify numerous collaborators or institutions toward which I will orientate the mentees who may need their support.

As a school inspector and mentor, in the future, I will be able to identify diverse disadvantaged social-professional categories that need support; for example, children who come from abroad or without parents; at the same time, I will encourage the implementation of programs about social inclusion for Roma people, as well as the participation of Roma adults to programs about digital inclusion. On the other hand, I will be able to offer greater support, along with other institutions such as the Ministry of Education or the International Organisation for Migration, to groups of refugees that wish to be given a form of temporary protection in Romania. In our county, there are already two Syrian citizens to whom I have offered support in order to integrate them socially and linguistically.

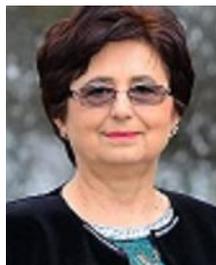
Highlights

I had the opportunity to participate in a Blended Mobility, namely in Suceava, where we spent five days, in the period 02.04-07.04 2017; the proposed activities helped me to practise the mentoring abilities I currently have. Moreover, the teamwork activities in which I took part highlighted the importance of the **flexibility** that every mentor should prove, the role that **trust** has to assure the cohesion of the group. The **brainstorming** exercises facilitated the listening/acceptance of ideas, as well as the sharing/attribution of roles to each member. That is the moment when teammates start to know each other better, there is a clear, open communication based on trust; knowing the functioning rules, the team can work more efficiently.

I have noticed the success of the programme about mentoring for digital inclusion and I appreciated the preoccupation of ACDC to collaborate with different partners / local authorities in order to support the disadvantaged groups. The good practice examples highlighted the large number of beneficiaries of the results of such type of community mentoring programmes.

BEST PRACTICE

The School Inspectorate in the County of Teleorman Background of the learner/Mentor



My name is Camelia Speranța Tănăsescu, I have been a Physics teacher for 34 years and at the moment, I am a school inspector for physics, employed by the School Inspectorate in the County of Teleorman. From this position, I have organised school competitions and debates (both on physics and other educational topics), I have offered specialised counselling, I have contributed to mediation of conflicts and I have made sure that the educational staff I am responsible for have taken part in courses on methodology and didactics.

I can describe myself as an active person, permanently preoccupied by Life Long Learning, since I want to improve my experience in formal and non-formal education. I have collaborated with other institutions (local, regional or national) involved in the educational process, which has allowed me to exchange ideas and good practice. I have taken part in various Life Long learning programmes, such as Comenius, Study visits, Leonardo VETPRO and Erasmus+.

Target Group/Community which mentor working with

As mentioned before, I have quite an experience in teaching and over the years, I have had the opportunity to work with various kinds of students. When I say that, I refer to the fact that, whether we want to admit it or not, students are not the same everywhere and do not act in the same way. They are very much influenced, in their attitude and behaviour, by the context and background they have grown / developed in. In my career as a teacher, but also as an individual, I have done mentoring for various target groups: students whose parents are working abroad and who are left in the care of neighbours, friends, relatives or even nobody; students who come from rural areas and who have different problems adjusting to high school life; parents who have been facing difficulties in the relationship with their children (because of age difference, mentality, attitude towards work and education, etc); young, inexperienced teachers who find it very hard to integrate in the community in which they work (especially if that is in the countryside).

Best Practice

Before I begin sharing my experience regarding the benefits of having participated in the training course on ***Mentoring for Social Inclusion***, I would like to set the context for the area I live and work in, as well as for the history / experience of mentoring in my country.

I am a resident of Alexandria, a town in the south of Romania, about 80 km away from the capital city, Bucharest. Although we are not that far from the most developed city in our country, the area we belong to is quite poor from many perspectives. Not only does the county lack financial resources, since the area is mostly agricultural and there is very little investment in industry, but it is also quite poor in terms of events or means of developing oneself in terms of culture, art or entrepreneurial education. As a result, there are many families who have moved out to larger cities and the remaining population experiences the feeling of being disadvantaged by comparison to other counties in the country.

As far as mentoring is concerned, in Romania, the concept and especially its putting into practice is quite new and not very clearly defined or separated from other similar activities such as counselling or coaching. In the domain that I work, mentoring refers mainly to guiding



teachers who are at the beginning of their career, in terms of methodology and didactics. Needless to say that the concept of mentoring for social inclusion is even less known or understood by most people.

Therefore, the course that I was fortunate enough to attend has offered me multiple benefits, which I will share onwards. First of all, the contents of the training modules helped me to clarify many aspects related to mentoring, such as: what is mentoring and community mentoring, the distinction between mentoring and counselling/couching; the skills, role and responsibilities of a mentor; the boundaries of the relationship mentor / mentee; the importance of setting ground rules when mentoring; the code of ethics for mentors; the benefits and drawbacks of using ICT tools in one's activity as a mentor.

Secondly, the course offered me the possibility to reflect on the skills and abilities that I have which qualify me as a mentor. More than that, I was challenged to look at the needs of the target group that I mentor to, as well as to identify those which can be addressed through mentoring. These two activities will be of great help to me in the future because I will be able to tailor my work as a mentor according to the specific traits of my mentees; at the same time, I will know how to create the right expectations in the people I work with, avoiding unrealistic envisaged results.

Finally, as a consequence of attending this training, I will be able to diversify my mentoring strategies and techniques, adapting them to the characteristics of my mentees. As part of this course, I learnt that in working with teenagers, I can rely more on innovative, modern tools which are more attractive to them and very efficient in keeping them motivated. On the other hand, when dealing with other types of disadvantaged groups, such as those belonging to a minority (be it religious, ethnic, etc), I will have to pay great attention in selecting working methods so that I should not increase the feeling of exclusion instead of minimizing it.

Highlights

I can honestly say that, for me, the highlight of this training activity was the possibility to take part in one of the Blended Mobilities, namely in Bangor (21-25th January 2017). During that week, I had the privilege of interacting with people from other countries, partners in this project, and that offered me the occasion to share knowledge and experience on the topic of community mentoring. I very much appreciated the fact that the participants came from different backgrounds, had various degrees of experience in mentoring and, as a result, we were all able to learn from each other.

The mobility also gave me the chance to improve my linguistic competence, as the language of the proposed activities was English. The fact that we worked in groups encouraged all of us to express ourselves in English, and the non-formal character of the meeting made any anxiety or fear of making mistakes disappear.

I have all the confidence that my participation in this project will greatly contribute to both my personal and professional development; I have surely enriched my cultural horizon, I entered in contact with other mentalities, traditions, values and I strengthened my belief that only by getting involved in your community will things change for the better.

BEST PRACTICE – I.S.J. TELEORMAN

Background of the learner/Mentor



Alina Daniela CEPAN, teacher for special Psiho-pedagogy, mentor and youth worker. Based on my training and from the position of inspector for educational European projects, I organise and coordinate different activities whose target group is also varied: students, parents and teachers who come from rural areas, disadvantaged families, students who attend evening classes or are part of the program for reduced frequency, students whose parents

are working abroad or are divorced, or students who are orphans (of one or even both parents). Any member of these categories needs advice and guidance, both being based on trust and confidentiality.

My experience in formal, non-formal and informal education, as well as the activities I have organised over the years with the target groups mentioned above are numerous and have a high level of creativity and originality. I have been working with these people for more than 15 years and I must admit that I have not lost my interest or motivation thanks to the opportunities I have had to get involved in almost all the categories of European programmes and actions: Comenius school partnerships, individual mobilities, contact seminars, youth exchange, Regio partnerships, study and preparatory visits, Grundtvig partnerships, Leonardo VETPRO and Erasmus+ strategic partnerships.

Target Group/Community which you, as a mentor, work with

As already mentioned, the categories of people I have been working with are quite structured and diverse. Currently, I am employed by a Special Needs Education Centre and I have the opportunity to work with mixed categories of adults: the students who attend this special school and their parents, or foster mothers who look after institutionalised children. The majority of my students have at least one of the socio-economic problems mentioned earlier, plus the fact that some of them come from special centres or disadvantaged areas and they have medium or severe deficiencies (physical and/or mental).

Therefore, from the perspective of mentoring, I have identified various target groups: students who come from rural areas, students and parents who have socio-financial difficulties, and to all of them, I can offer advice or guidance when they are in critical situations, but, at the same time, I show a permanent attitude of respect and understanding. Practically, through community mentoring, I aim towards a social and professional integration of these children with special needs in the context of a society which changes and transforms continuously. I do believe that the school I work in now is completely different from all the others I have worked in before, although, at the beginning, I was quite unsure about what to expect. However, I knew I wanted to get involved and support those who need a good word or a friendly piece of advice in their future adult life, regardless what form that life might take.

Best Practice;

I do not know if there had been room for something else in my personal life, which identifies with my professional one, especially as a result of my upbringing. I grew up in a family who taught me to love books, to appreciate education and who supported me in my initiatives, at the same time making me love and want a career in this domain. I have so many wonderful memories of the time when I accompanied my mum to her work (she was a primary school teacher and librarian) and I used to read stories to her students or play different games with them. This offered me so much satisfaction, I was involved in this activities and at the same time, very proud of myself.

Today, as I have said before, I work in a very, very special school. The students there are absolutely wonderful. Every day, I am aware of the fact that for them, the attitude of a friend and mentor is as important and connected as it is the sun and daylight. Because the reality is that in a way, they are doomed to a different type of life by comparison to the rest of the students, once they graduate school. Many times and in many cases, society rejects them. They end up, out there, and they experience rejection, no moral, psychical or financial support. The fact that I have the opportunity to talk to them, to comfort them or to guide them makes a huge difference to them and offers me personal satisfaction as well.

The course for social inclusion which I attended as part of this international partnership represented a new experience, and it also reassured me that I had been doing mentoring in the past even without realizing that my activities belonged to this domain. The blended mobility I participated at redefined and structured even better the categories of people I could work with as a mentor; it also strengthened the conviction that there is no one, unique solution to a problem, but there are innumerable problems in this world and innumerable solutions to them. What is important is the way we choose to go from one side to the other, living in a world with so many unknown aspects.

What I am doing right now, as a job, is what I should have been doing for a long time. But I lacked courage and self-confidence. However, I tend to believe that things happen for a reason, that they were meant to be like that and that nothing appears randomly.

Highlights

Someone once said that you can never know yourself entirely; you discover yourself bit by bit, with every new experience, with the passing of time. However, the people around us know us better. The blended mobility I took part in Turkey, during 13-17th March 2017, helped me to better understand mentoring, and we as participants, were given some examples of mentoring activities to various target groups. What of the most touching and challenging activities for me was a film that we watched and which presented how easily children are misunderstood, judged because some of them are different from the rest; so often, we do the same, not only with children, but with everyone around us. We let ourselves influenced by prejudices, we haste to label him / her, without having taken the time to get to know then, to try and understand them.

The movie and the discussions afterwards made me even more aware that there are so many different ways through which people/ kids express themselves, not just through words. In the case of the main character, it was through drawing. And graphic representations can be a very resourceful method of knowing someone's personality. This activity made me reflect on how easy we can fool ourselves into believing that we know not just ourselves, but those around us, when the reality is exactly the opposite. So, I came to realize that a mentor should also be a good psychologist, he should choose the right technique to get to know his/her mentee, in order to identify the problems they have and then be able to discover solutions together.

My belief is that people who want to be mentors that should have a special calling for that, should be equipped with certain skills and abilities, and at the same time, they should be willing to sacrifice a lot for their mentees (time, energy, emotions, financial resources), but it is WORTH IT!

BEST PRACTICE SAMPLE

Background of the learner/Mentor; Miroslav Kanka -23



I am studying at the Pedagogical Department of Sports Education in Prešov. I'm a beginner mentor who was in the past a student of Tomas Ceter's teacher at high school, where I was interested in supporting the implementation of various social events and meetings as an assistant to the civic association of OZ ZIPS and as a participant.

Oz zips contributes to the regional context of integrating young people from different strata of community and relatively separated communities, and seeks to integrate them through cultural-social events.

My experience with mentoring:

As a member of the OZ Young People group (<http://peersnv.sk/>), I participated in several meetings and events that we organized. Action is included as a march against AIDS or Drug Prevention. My experience with mentoring is repeated because I work as a peer activist and also regularly work seasonally in a youth holiday camp where I act as a youth leader. I design a program and engage them in a learning process aimed at socializing through various games. It is through Oz Zips that I am inspired by their workshops with subtext which is often negligible in the first instance, but ultimately it is precisely this idea, which inconspicuously and inadvertently comes to the target group. As a student of sports pedagogy, I would like to continue to develop my experience in the field of non-formal learning - such as mentoring

Target Group/Community which mentor working with;

There is a large number of young people living in a socially weak environment in our town and there are many of my personal and close friends. And many of these people would like to live their lives differently, for example young people from the age group of my younger brother (15-20), who are seeing an effort to face the challenges they face every day (lack of resources for leisure activities, the risk of drugs, alcohol And the other forms of addictions, the effort to fit in between older adolescents, and this group of young people is my target group in which I mostly develop my own activities and activities in cooperation with OZ ZIPS aimed at building a functioning community as a space for self- searching for oneself and finding their place in today's complicated social situation.

Best Practice;

I personally participated in a number of events organized by Oz ZIPS, which mostly involved cultural events that should have a positive impact on young people and connect them to certain self-help communities. In addition, OZ ZIPS also focused on a specific group of young people that is problematic for our region and that is a youth from the Roma population. For example, Oz zip organized the action of cleaning the public urban sports complex and gave us the task of coordinating, directing and intimidatingly communicating with young members of the Roma community from a comradely position and not from the position of a superior teacher whom the members of this community primarily and principally refuse. It was a fascinating experience that I had the opportunity to convince myself how to work and how to work with the minority in practice, to learn how to work together and to build the confidence of these young people but also those who do not have a problem with integrating the Roma from the community. ... and that is the biggest positive thing for me - that young people learn to act as a mentors and thus help them to find solutions to the current problems of our society at their lowest basic level.

My new goal is to create a sports community center where it would be possible to combine sport activities with various activities that could employ young people and engage in new relationships. I think sports activity is the best way for people to work together and increase their self-confidence in achieving their goals. It is important for people to be able to overcome their limits and have a habit of moving. In my opinion, mentoring in sport would help to involve the different communities that exist in our society as ethnic minorities.

Highlights;

At the IQ mentoring meeting he attended in Suceava, Romania, I took a visit and workspace on social issues. The basis of learning is to meet people's demands and understand their conditions. In the Romanian village of Gulia, they have just decided to employ teachers directly from the Roma groups who have expressed their interest in educating children. We have tried to work on a work-center at Ac Dc to focus our efforts on integrating people into the group. What are the possibilities of an individual towards a group? What are the limits of the group and what are the conditions for admission? What are the boundaries of the human being as an outsider and a minority member I have tried on my own skin, I will also use a fine workshop in my educational practices. The last interesting workshop was a lecture by a psychologist working on the emotional subtexts of communication especially when working with the problem part of society. How to make sure it is an emotional unstable person? Is it possible to work with this person as a mentor?

This great project has brought me a lot of input into my role as a mentor and professional life

BEST PRACTICE SAMPLE

Background of the learner/Mentor; Anna Orlínová -24



I am a student of the BME program, Business Management across Europe, Leuven (Belgium) <http://www.internationalbachelor.eu/Programme>. I am mainly focused on learning and at the same time I spend a lot of energy on setting up our community center in the town of Poprad in Slovakia where we meet young people to create something, while enjoying and helping to find a lot of friends who came to us only with pure will Something to do .. <https://www.facebook.com/arhousepoprad/>

My experience with mentoring:

The experience I have gained thanks to the cooperation with ZZ ZIPS has greatly enriched me and I believe that they will help me to set up my own community cell or platform. With OZZips, I collaborated as part of their mini-gallery project, set up from a discarded newsstand, which out of low-cost facilities provided a space where young people can join together, hoping to work on their cultural-social events. The space is located in the community area of the skatepark, where young people regularly meet with their aim to sport, discuss and realize their ideas. This space inspired us to establish our own space located in the neighboring town of Poprad. Oz Zip has expressed interest in us especially in terms of cooperation on activities aimed at mentoring people interested in creating other new community centers, namely by applying mentoring methods. We have created a network of relationships where we can help with cultural activities, such as the announcement of newly announced project calls or grants. I perceive mentoring rather as effective mutual human assistance in finding and creating new opportunities to realize the potential of local communities.

Target Group/Community which mentor working with;

Personally, I've always been a mentor if you think that a mentor is actually someone who helps people in different situations and in their power, not primarily with the intention of making financial gain. My activity focuses on creating our Space Art Center - ArT house - <http://artha.sk/arhouse-poprad-opening-zaciatok-kreativnych-udalosti/>, Which is a platform for young people from Poprad who are interested in actively engaging in the cultural life of our city. We often come to young people who want to present something (their artwork / their own community experiments, etc.) or learn, for example, New art techniques, or English language. - so we organize courses with just such topics of greatest interest. It is important for us to become the center of a younger community for culture and education as an alternative to the functioning of the young population who spends most of their time in taverns or computers. I think our project will develop well, because many young people are already coming to us and they are obviously enthusiastic about the thing.

Best Practice;

My experience that has enriched me about my activities will help me to arrange my own community cell or base. OZZips presented us with a project of mini-galleries from a former newsstand, which, on a low-cost basis, provided space for young people to join together in their cultural-social events. The space is located in the community park area of the skatepark where young people regularly meet with their intention to sport and share leisure time together. This space inspired us to establish our own space located in the neighboring town of Poprad. Oz Zip has expressed an interest in us especially in terms of cooperation on the activities of mentoring other stakeholders to create community centers or to be part of community integration. We have created a network of relationships where we help with cultural activities such as alarming upcoming project calls or grants. I perceive mentoring rather than human help in finding and creating new space for people and their meaningful existence - so people are pushing people and motivating other and more engaging people to do this. It is my goal to create work that is also inspiring and entertaining to me. If it were possible, the council would expand its knowledge of mentoring in other countries. The great challenge for us is to become a fully functioning community in the future and to solve an important issue of financial self-sufficiency.

Highlights;

Within IQM, I took part in mobility organized by a partner organization in Turkey. Although the most important part was the mentoring and education. We started with nice presentations of all projects and countries participating. It made me question many things and focus on great solutions for problems of nowadays. It inspired to help people more and showed me the great power of mentoring and support of people hurt by many different situations.

The workshops gave me a lot, when through real case studies we were proposing solutions for imaginary people and then in next days, for real people in real time. The meetings with refugees were really emotionally touchy and we were trying to propose a solutions for girls whose lives were changed by war, we had just brief information about from media. After years of similar news about wars, western world became just a spectator watching what is happening, instead of realisation, that we are the ones, participating in consume and financial system which created this situations. I am really thankful for this opportunity, as it showed me a bigger picture, but also small, big stories of people influenced by one of the biggest problems of this world. The most wonderful sentence I've heard was: „The Europe has and a refugee crisis, Turkey is helping our brothers and sisters.“ We should follow this way of thinking and solution creation. We can learn a lot from Turkish people.

BEST PRACTICES EXPERIENCE – TURKEY

Background of the learner/mentor



Ebru Kaya, English Language teacher, mentor and a member of Social Life Volunteers. I teach students who come from rural and disadvantaged areas. Not only my students but also their parents need advice, guidance and mentoring as they suffer from unemployment, poverty or exclusion from the society. I present mentoring and counselling services for them with different activities via Social Life Volunteers to boost their self-esteem, self-confidence and make them feel themselves as a part of the society. Social inclusion and providing a better life to the target group is the main goal of our organisation

Target Group/Community which you, as a mentor, work with

The group I work with mainly includes the students not attending the school regularly and sometimes their parents. As I mentioned before the group has some kinds of problems. Some students, for instance; have difficulties in social integration. As they have lower self-esteem to express themselves easily they are bad at making friends. That makes them more introvert and unsuccessful students. During the mentoring, I encourage them to make their best to express their feelings and opinions freely and even to act however they want not in the way the others want to. Some students have different backgrounds from others. They are refugees or immigrants and have problems with adaptation. As Turkey has lots of refugees, this is one of the common problems we face with so we are aware that we must do something for them immediately. Group mentoring is effective for such kinds of students so that they don't feel lonely. It makes them relaxed to meet new friends who have same problems and makes their recovery process easier and shorter. The others have physical or mental problems. These students get also medical help at the rehabilitation services besides the mentoring. When it comes to parents, their troubles are generally about financial issues. They are mostly unemployed and sometimes have problems finding a home. These make them anxious, hopeless and isolated from the society. To make them get rid of these situations and find a good job, we direct them to attend the vocational courses for improving their qualities. Also, during the community mentoring we try to make them be more optimistic about the life and future.

Best Practice;

After I attended the course held by Social Life Volunteers, I learned what the mentoring is and why it is so important for mentee. While mentoring a student you get a chance to know him/her deeply and can understand his/her weaknesses, strengths, feelings, fears and expectations from the future. You provide him/her new ways to choose and help him/her self-development.



Trying to provide a better life for a person is the best satisfying experience I have ever had. I had a student in my class next year. She had to escape from her country (Syria) with her family. When she came to school first, she faced with being excluded from the other students. She tried to adapt the school but the language was the biggest handicap for her to do so. These made her to be an anti-social, shy and unsuccessful student. After a while, she left the school. In the school we had many refugees so I decided to provide them group mentoring. It was hard me to persuade her to come back to school but when she did so, she realised that she was not the only student having these problems. Seeing that this is a common trouble for people who had to immigrate to Turkey, she accepted to be mentored. During the mentoring session, she experienced being understood and respected by the others without any prejudice. The empathy was the dominant feeling during all the mentoring she felt. Having the same background with the other students made her stronger, hopeful and optimistic for her new life. At the same time she and the others attended a Turkish Language course. As she got over the language handicap day by day, she started to trust herself more and do her best not in the class but also in the social life. Of course these were not easy but she never stopped to try. She is now a good student at school and sing at the school band. While she was so introvert to talk with a stranger at the beginning, she now shows her performance on the school stage and holds people's attention. This event shows me that there is nothing more important than anybody's self-esteem and life. Starting with a student, a child or a mentee, you can change the group, the community and maybe the world.

Highlights

Mentoring process is a mutual relationship not an unidirectional one. Even if the mentee needs your support does not mean your are the only person talking constantly and he/she just accepts whatever you say or says whatever you want to. If it were so, you would be called as a prompter not a mentor. Having some skills and abilities for mentoring does not mean you are a good mentor. Being a mentor means you are worried about a person's life and try to support him/her a more qualified life. Providing better opportunities to somebody, you make him/her happy but you make yourself happier. He/she notices that you are happy for his/her happiness, and sad for his/her sadness. It makes your relationship more powerful, respectful and pure. After experiencing a such kind of relationship I can say that every mentee deserves that and it is really worth to try even if it can be hard sometimes or you do not get any money. Moreover, as I experienced in Suceava, Romania; meeting people who have the same worries and intents for disadvantaged people improves your faith for a more peaceful and livable world.

BEST PRACTICES EXPERIENCE – TURKEY

Background of the learner/mentor



I live in Sivas, Turkey, and work as a foreign language teacher. I have been teaching English to different age groups in state schools and institutions for the last ten years. I also worked in private language courses and worked with adults in those courses. I take part in the volunteer organizations for different NGOs. I organize charities and some events for those disadvantaged groups in the society.

After the war in Syria, there has been a flood of people to Turkey and to the different cities. My city, in the central of the Anatolia, was affected from this flood and the decision makers are trying to find a solution to this unexpected situation. The total number of the refugees in Turkey hit 3 million officially and calculated as 5 million in total with the unregistered ones. Before this situation I was helping high school students to improve themselves in project management and EU Funded Projects. I took part in Youth in Action programme and worked with youngsters as a volunteer trainer. After the war, Turkey accepted millions of people in the country land and something should have been done for those people. In this phase as a support for the state NGOs take a leading role in the refugee problem. NGOs try to do their best to make people feel themselves comfortable like in their homeland. 2 years ago, I met Social Life Volunteers and they were working on the refugee groups and their social integration to the community. Later on, I attended a course titled “Community Mentoring” of Social Life Volunteers and I felt more professional while helping to those people in trouble. After the course I became a volunteer for the NGO and my approaches for the organizations has been changed a lot.

Target Group / Community the Mentor Works With

I work with people especially youngsters who had to immigrate to Turkey after the war in Syria and Afghanistan. I especially worked with high school students who are in different schools. The directorate for National Education helped to find the mentees and collaborate with them and with their families. Young people who immigrated from different countries to Turkey have hopes and visions for the future but the problems made them disappointed about the future of them and their families. We were with them to keep their hopes and expectations about future alive, and we want them to feel more optimistic about the coming future. Also as a teacher, I took my students with me to integrate with the target groups and they also enjoyed doing something good for a better world.

Best Practice

After the skill I gained from the mentoring course, I realized the difference between counselling and mentoring. Later on, I changed my attitude about helping my mentees. I applied the methods while mentoring my students and mentees. The best practice that I really enjoyed doing is the change of attitude about attendance problem of refugee students to the school. First, I arranged a meeting with school managers and I found out how many students are having a problem about attending the school. Later I met with the students and tried to find out why they don't want to attend school regularly. I realized that they have some problems about the school mates and parents. Most significant problem I faced with was their belonging aspect to the community. I saw that they don't feel comfortable and relaxed in the community especially in the school. They think that their classmates don't accept them in the classrooms. I talked with the students and didn't define such a problem and explained that there it is just a perception or misconception. Then we prepared some extra-curricular activities for the refugee students to make a better integration and keep them in school more. We arranged sports events, some basic courses according to their interests and we matched students with their peers to know more about the country. After a month or two, we met with the school managers and witnessed that the attendance problem is getting a low degree compared before the events. We succeeded. We increased the number of school days in their life. They felt belonged to the community and to the school environment. Thus, they have a better performance in the lessons as well. This made us very happy as we have concrete results after our efforts.

Highlights

After I have attended the "Community Mentoring" course I have been a part of the volunteers working with SLV. I have met with many other volunteers working with different backgrounded mentees and disadvantaged people. I have witnessed that there are other problematic groups different than the groups that I am working with. We have built a good network after the course and helped each other in the necessary areas. In March 2017, we have hosted a mobility in Sivas and I have met different people from different countries and that was so good to realize we have so much in common in different parts of Europe. We all work for a better world and deal with disadvantaged groups even we live in different cultures and backgrounds. That was a good event for me to remember all the time. Later on, I have had a chance to join a mobility held in Suceava, Romania, and I also experienced the different ways of mentoring and different mentee groups. That mobility added value to my previous experience and I had a chance to see different groups that have troubles with integrating the community.

The page features decorative geometric patterns at the top and bottom. These patterns consist of various colored triangles and polygons in shades of blue, purple, pink, and yellow, arranged in a fragmented, abstract style.

<http://www.iqmentoring.eu>



