LEGME
learning to be a good mentor

GUIDELINES FOR MENTORS AND MENTORING PROGRAMME COORDINATORS

LeGMe project

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Content

1. Introduction

Guidelines for Mentors and Mentoring Programme Coordinators has been developed within the Learning to Be a Good Mentor (LeGMe) project, a 2-year Grundtvig Learning Partnership project (2013-1-RO1-GRU06-29565), implemented with support from the European Commission by eight organizations from Croatia, Germany, Italy, Lithuania, Norway, Romania, Slovakia and Switzerland. LeGMe has prepared human and pedagogical resources for the partners to be able to establish effective mentoring programmes in their respective areas with a view to empowering mostly disadvantaged adults (pensioners, unemployed people, college students, etc.) to meaningfully contribute to their communities' well-being. Our partnership has provided learning opportunities for mentors and mentor coaches to enhance their specific skills to facilitate successful non-formal education for adults, youth and children. Throughout the project, we have shared mentoring programme experiences and effective practices, and developed different coaching programmes for mentors in each partner organization, tailored to the needs of our different categories of mentees.

One of the significant outputs of our project is the present guidebook, written for mentors and mentoring programme coordinators. The guidebook is structured around three major chapters, and is conceived as an interactive tool: not something to read cover to cover, but rather something that you get a general sense of and then return to and use as guidance when you decide to create a mentoring programme or a training / coaching programme for (potential) mentors. We share questions that our partnership has considered carefully while developing the various mentoring programmes, as well as reminders of details and – wherever we can – practices that we have found effective. To make navigation easy, for each effective practice we describe we have provided a link to the programme that the respective practice originates from (presented in the final chapter).

Chapter 2, *Mentoring programme development – the concept*, focuses on the development of a mentoring programme: what, why, who for, who with, how, and to what end – these are the major questions that we invite programme developers to think about, and – as in this case there is no one-size-fits-all solution – weigh alternatives that may work best for them. The apparently smallest details may impact the outcome of a mentoring programme, so – based on our collective experience within this project and other previous mentoring programmes – we call mentoring programme developers' attention to a series of aspects that may be easy to overlook when we focus on the big picture. In Chapter 3, *Development of the mentor training/ coaching programme*, we zoom in on securing the human resources for effective implementation of the mentoring programme. As our mentoring programmes addressed a variety of mentees, our mentor training/ coaching programmes are also different, catering for mentoring programme needs and the characteristics of the trainee mentors we recruited. Chapter 4, *Main features of the coaching programmes*, includes a synopsis of each coaching programme tested within the project.

It would be rewarding for us to know that you find this guidebook useful in your work. If you care to leave some feedback, or if you would like to learn more details about our experience with mentoring programmes, look us up at https://mentorineurope.wordpress.com, where you will find contact details and also links to each project partners' website.

Along with our mentors and mentees, we wish you fulfilling learning and happy mentoring!

The authors

2. Mentoring programme development – the concept

2.1. Programme rationale

Mentoring can have positive effects for mentees, mentors, and organizations. Mentees experience personal advancement and increased confidence in their lives. Mentors experience personal satisfaction, collegiality, networking, and career enhancement. Organizations see improved productivity, recruiting, socialization and retention. These benefits that can be achieved and enhanced via a good mentor training.

Answer the questions
- What is the problem we want to address with this mentoring programme?
- How could we describe the problem in more detail?

To keep in mind*:*

- *Mentoring is not a universal remedy to cure any social problem.*
- *Stay realistic and don´t be overambitious.*

2.2. Beneficiaries of the mentoring programme – the mentees

Answer the questions
- Whose problem is intended to be solved?
- What is our target group in terms of age, gender, social or cultural background, etc. ?

2.3. Mentoring programme structure

a) Vision, goals and objectives of the programme

b) Major mentoring activities including content of intended learning of mentees

Answer the questions
- What is our vision with this programme?
- What are the goals we intend to achieve?

Answer the questions
- What are the main activities of our mentor-mentee pairs?
- What should the mentee learn from these activities?

c) Mode of the mentoring programme delivery

Answer the questions
- How do we want to deliver our mentoring programme?
- How many face-to-face meetings do we plan with the mentee over what period of time?
- How long is one meeting going to be - minimum vs maximum time spent by the mentor with the mentee?
- Are all mentoring activities going to last the same amount of time?
- Are all the mentoring activities going to pursue the same goals?
- Are the mentors to communicate with the mentees other than face to face? Telephone? Internet-based communication?

d) Monitoring and assessment of the mentoring programme

Answer the questions
- What is our monitoring plan?
- How do we plan to evaluate our process or achievements?

e) Expected results/ impact of the mentoring programme

Answer the questions
- What kind of outcomes can we imagine?
- What effects could we anticipate?
- What are the indicators of our success?

To keep in mind*:*

- *Focus on the techniques and methods that are more likely to make a difference for the results your mentees and mentors are aiming at.*
- *Mentoring is a way of supporting mentees in their quest to have what they really want or to become who they want to be.*
- *With your training of mentors you can make a valuable contribution.*

2.4. Securing the human resources for the mentoring programme – preparation for implementation

2.4.1. The human resources (mentors, mentor trainers/ coaches) of the mentoring programme

a) The Mentors

Most of us can think of people in our lives, more experienced than ourselves, who have offered us advice, presented a challenge, taught us something new, initiated friendship or simply expressed an interest in our development as a person. They helped us negotiate an uphill path or find an entirely new strategy to reach a goal in our academic, career-related or personal lives. They showed us a world larger than our present neighbourhood. They discovered talents that we hadn't noticed in ourselves before and stimulated conceptions about what we might be able to accomplish. And from time to time, they would also nudge us when we needed a nudge. In this sense, the best mentors are advisors, coaches, counsellors and supporters, all at the same time. They are experienced people who guide their mentees (their protégés) in various fields, but also challenge them to become independent. A good mentor will always help his or her mentee define personal goals, and then support the mentee's quest to achieve them. He or she will share knowledge, provide encouragement, and hopefully inspire the mentee. Above all, a mentor should be someone the mentee can trust to always keep his or her best interest in mind.

Mentors may offer the following:

- **Information**
  Mentors share their knowledge, experiences and wisdom.
- **Contacts**
  Mentors provide valuable opportunities by facilitating academic, career-related and personal contacts.
- **Challenges**
  Mentors stimulate curiosity and build confidence by presenting new ideas, opportunities, and challenges.
- **Support**
  Mentors encourage growth and achievement by providing an open and supportive environment.
- **Goal Setting**
  Mentors help mentees discover talents and interests and define and attain their goals.
- **Advice**
  Mentors may advise their mentees in how to reach academic, career-related and/or personal goals.
- **Role Models**
  By sharing stories of achievement with the mentee, mentors can become role models.

(University of Washington, 2015)

> Although there might be as many definitions of a mentor as existing different mentoring programmes, Shea's definition (Shea, Nov. 1992) sums up these ideas very well.
>
> "MENTORS ARE PEOPLE WHO, BY THEIR ACTIONS AND THEIR WORK, HELP OTHERS TO ACHIEVE THEIR POTENTIAL. THEY HELP THEM TO BE WHAT THEY LIKE TO BE."

To sum up, a mentor has many different roles: positive role model, friend, coach, advisor, self-esteem builder, career counsellor, advocate, etc.

b) The Mentor Trainers / Coaches

The mentoring program management and the mentor trainers or coaches are key to successful mentoring efforts and the personal advancement of their mentees. Mentor trainers or coaches play a major role in getting new mentors started right, and their success or failure will affect the mentoring efforts.

To keep in mind*:*

- *In the mentor recruitment process, clarify expectations and criteria for selection with all stakeholders involved in the recruitment. For example, explain the relevance of the selection criteria for mentoring programme expectations; point out the amount of time that mentors are expected to invest in the programme, overall.*
- *Make sure the new mentor has the appropriate introductions, contact person(s), access to networks and resources in the community and organization, as well as distribution lists and any other appropriate information that contributes to a successful mentoring process.*
- *Support mentor development activities. Give frequent and constructive feedback, conduct annual reviews. Assist the mentors in goal setting. Provide feedback both orally and in writing.*
- *Reduce impediments to progress by helping the mentor learn to protect his/ her time and refuse excessive demands. Be sure that the mentor is aware of relevant policies such as children's rights, children´s welfare. Facilitate acquisition of resources to meet expectations.*
- *Conduct annual evaluations seriously, orally and in writing; make sure that strategies for correcting shortcomings are fully understood.*
- *Be prepared to provide support for your mentors' continuous development including by involving more experienced mentors.*

2.4.2. Recruitment, selection, contracting of volunteer mentors

a) Recruitment strategy
1. Develop the requirements for applicant volunteer mentors
   - Who can be a mentor?
   - What need they be like?
   - What are our criteria?
2. Develop the criteria of selection
   - How will those who apply be selected? Consider recommendations, interviews, etc.
3. What is our application procedure?
   - Can mentors only apply once a year to a certain deadline?
4. Channels for launching the call for volunteers
   - If we want to publish help-wanted ads, which media would be the most likely to be accessed by our target group?
   - Who of our network can help us find our potential future mentors?

To keep in mind*:*

- *Don't put in too many limits on who can be a mentor – but make sure that the minimum is enough for what you expect of them.*
- *Don't make the selection too lengthy – the potential mentors may be scared off by too much bureaucracy.*
- *Set a reasonable deadline for applications – not too long (or else they will forget; not too short, or else they may not be able to meet it).*
- *Decide on the channels to distribute the call for mentors that are most likely to appeal to the volunteer mentors you target (e.g. do not use only electronic means for senior citizens unless you make it a requirement that they need to be able to use such means of communication).*
- *Provide a reader-friendly form for the applicants to fill.*
- *Provide an easy contact point (e.g. telephone) for those applicants who may have questions before they make up their mind to apply.*
- *Decide on a strategy to handle inappropriate applicants.*

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b) Contracting volunteer mentors – issues to address in the contract
- length of period and number of hours of work expected;
- requirement to participate in training / coaching sessions;

- mentors' responsibilities and limits of their responsibilities (e.g. confidentiality vs obligation to report to coordinator, insurances, etc.);
- expectations concerning reporting on mentor-mentee meetings;
- financial conditions of work (e.g. reimbursement of costs for transport, consumables, etc.);
- support structures available for volunteer mentors - facilitating mentor networking and reflection.

Answer the questions
- Are we offering the same contract for all or can we be flexible?
- How to handle contract negotiation? Discuss it with a group or with individuals? How important is transparency?
- Is there going to be a trial period for the mentors?
- When is it best to sign the contract: prior to or after matching /attempting to match mentors and mentees?
- What if there are more mentors than needed?
- What if there are fewer mentors than needed?
- Do we offer any insurances for the mentors?

2.4.3. Recruitment, selection, contracting of mentor trainers/ coaches

a) The mentor trainers / coaches' job description (qualifications, roles, responsibilities)
1. Develop the requirements for applicant mentor trainers / coaches
   - Who can be a mentor trainer?
   - What need they be like?
   - What are our criteria?
2. Develop the criteria of selection
   - How will those who apply be selected? Consider recommendations, interviews, curriculum vitae, etc.
3. What is our application procedure?
4. Decide on the channels for launching the call for volunteers.

- *High quality mentor trainer selection is crucial for a successful mentor training and will affect the overall performance of your mentoring programme.*
- *Set a reasonable deadline for applications.*
- *Decide on the channels to distribute the call for mentor trainers.*
- *Provide an easy contact point (e.g. telephone) for those applicants who may have questions before they make up their mind to apply.*
- *Have personal interviews with your potential, future trainer and make sure he/she shares your visions and ethical code.*

b) The contract and terms of reference – issues to address in the contract
- length of period and number of hours of work expected;
- requirements to deliver good mentor trainings;
- mentor trainers' responsibilities and limits of their responsibilities (e.g. when do they need to report to the mentoring programme manager);
- expectations concerning reporting on mentor training meetings towards the mentoring programme manager (what kind of tools / techniques for reporting do we want to apply?);
- financial conditions of work (e.g. fee, reimbursement, etc.);
- support structures available for mentor trainers (how could we establish and foster a mentor trainers´ teamwork?).

Answer the questions
- Are we offering the same contract for all or can we be flexible?
- Is there going to be a trial period for the mentor trainers? And how long would it be?
- Do we offer a train-the-trainer programme for the future mentor trainers? And who could provide it?
- Can there be team coaching with more than one mentor trainer?

2.4.4. Initial assessment of the mentors' learning needs

a) Assessment instruments and their application

Answer the questions
- How do we assess our mentors in terms of initial and on-going learning needs?
- How do we monitor the progress in their performance?
- In what way do we provide feedback and evaluation of the mentors' work?
- How do we reflect on the mentor training process and how do we organize the peer feed-back?
- Do we want to work with a portfolio evaluation or a learning log? What other assessment instruments come to our mind that are useful in this context?
- Do we dedicate time to have personal interviews in the beginning of the mentoring to get to know the individual needs of our volunteer mentors?

To keep in mind:

- *Learner surveying and interviews have become increasingly important tools for understanding the educational needs of learners.*
- *Assessment of our volunteers´ learning can be conducted using a variety of available instruments and methods. Many educational experts believe that a combination of assessment approaches can be the most effective way to measure learning.*

b) Documenting the findings and establishing the objectives for training / coaching

Answer the questions
- How do we keep track of our findings?
- What actions do we have to take after our first assessment?
- What are our conclusions after training our volunteers?

- *The exact nature of your findings and what is reliable will vary. It is advisable to include more than one perspective.*
- *Communication with your team, alternate approaches and good background knowledge will help you record your findings.*
- *Peer review is a basic step in checks of reliability. Ask your colleagues who have sound knowledge of the field, but have not been as close to the work as yourself. It is an essential and basic check of reliability. Better to have a colleague pick up a discrepancy at an early stage rather than experience failure later.*

2.4.5. Training/ coaching of mentors

Certification / recognition of mentors' competences

Answer the questions
- How do we want to document the learning outcomes of our volunteers?
- In what way do we acknowledge their competences?
- Are there any instruments / certificates that we can fit in our programme to certify the mentors´ learning achievements?
- Are there similar programmes where learners receive a kind of diploma that could be useful for our mentoring programme?

The Erasmus+ Programme promotes the use of instruments and certificates like Europass, ECVET and Youthpass to validate the competences acquired by the participants during their learning experience abroad. Maybe your mentoring programme can make use of such European Instruments/ certificates. You might want to adapt them according to your needs.

2.4.6. Selection of mentees

a) Launching the call for mentees
1. Develop the requirements for applicant mentees
   - Who can be a mentee?
   - What need they be like?
   - What are our criteria?
2. Develop the criteria of selection
   - How will those who apply be selected? Consider recommendations, interviews ... with whom?
3. What is our application procedure?
   - Do we need translation for migrants?
   - How do we adapt our application form so it is easy to fill in also for vulnerable groups?
   - Do potential future mentees need to pay a fee for being included in the programme?
   - Are there any further requirements for their applications, e.g. school performance, etc.?
4. Channels for launching the call for mentees
   - How do we address our target groups for potential mentees?
   - Which network could help us to build up trust in future mentees, e.g. social workers, kindergarten/ primary school teachers, youth workers, etc.?

To keep in mind*:*

- *Don't put in too many limits on who can be a mentee.*
- *Don't make the selection too lengthy – the potential mentee may be scared off by too much bureaucracy.*
- *Set a reasonable deadline for applications – not too long (or else they will forget; not too short, or else they may not be able to meet it).*
- *Decide on the channels to distribute the call for mentees that are most likely to appeal to this target group (e.g. work with intercultural mediators if you want to address migrant families, engage a translator if needed, to make it clear to the mentees what the programme provides for).*
- *Provide a reader-friendly form for the applicants to fill.*
- *Provide an easy contact point (e.g. telephone) for those applicants who may have questions before they make up their mind to apply.*
- *Decide on a strategy to handle too "difficult" applicants.*
- *Mentoring is not therapy and not baby-sitting either!*
- *Try to find "gate-keepers" who can open up the doors to your target group and help to build up trust between all parties (mentors, mentees, and project management).*

b) Contracting mentees – issues to address in the contract
- length of period and number of hours of the mentoring;
- requirement to participate in the mentoring;
- mentors' and mentee's responsibilities and limits of their responsibilities (e.g. confidentiality vs obligation to report to coordinator etc.);
- expectations concerning reporting on mentor-mentee meetings;
- financial conditions of taking part in the programme;
- support structures available for mentees - facilitating mentees networking and reflection;
- insurance.

Answer the questions
- Do we need to translate the application form for different language groups?
- Is there going to be a trial period for the mentees?
- When is it best to sign the contract: prior to or after matching /attempting to match mentors and mentees?
- What if there are more mentees than the organization can handle?
- What if there are fewer mentees than expected?

Image 1 – Mentor and mentees (C.E.S.I.E)

c) Cooperation with parents/ caregivers

Answer the questions
- How do we establish cooperation with the mentees' parents / caregivers?
- What are our instruments and methods to improve collaboration?
- Who could help us build up this support system?

d) Securing parents' /caregivers' consent for mentoring activities

Answer the questions
- Is there any agreement between the mentoring programme management and the parents or caregivers of the mentee explaining the programme (rights, obligations, objectives, etc.)?
- Could we involve "gate-keepers" to increase trust and confidence?
- How could we include parents and caregivers in the mentoring activities to raise collaboration?

To keep in mind*:*

- *Be clear on what you promise the parents/caregivers, e.g. mentoring is not therapy or babysitting.*
- *Don´t raise too many expectations, stay realistic but positive.*
- *Be authentic to become a reliable partner for the caregiver and parents of your mentees. They will recognize your commitment towards the welfare of their children and that will lead to confidence.*

2.4.7. Matching mentors and mentees

a) Induction of mentors and mentees - trial period

Answer the questions
- How do we want to initiate the relationship of our mentoring pairs?
- What are our criteria for matching them?
- Do we provide a trial period? How long would it be?
- How do we get feedback from mentor/mentees regarding the effectiveness of the match?

Image 2- Stine (mentor) and Yasmin (mentee)

b) Revising mentor-mentee matching

Answer the questions
- Do we have a policy to address mismatch?
- Do we have a procedure that addresses challenging matches?
- In what circumstances do we need to attempt re-match?
- What are the early signs when we need to review this relationship?
- How do we proceed if the matching was not successful?

Effective practice

Matching mentors in the same life situation – a factor of success (NO)

We chose Stine as mentor for Yasmin (not her real name) from Somalia, because they both were young mothers, taking care of their respective same-age babies. This choice turned out to be a factor of success: the young mothers shared their experiences. They often went for a walk together with their baby carriages, and they met other mothers in the same situation. Soon they developed a warm friendship beyond their roles as mentor and mentee, and they hardly noticed the cultural differences.

One day they went to an activity in the local church, called "baby-song". They had a very good time there, but it was difficult for Yasmin, who is a Muslim. The activity ended with a Christian blessing. It was hard for her to be a part of this activity because of their religious differences. In one way she wanted, in another she did not. The mentor and the mentee had a fruitful discussion about religion and culture, and they also had a talk with the mentor trainer. The result was that Yasmin did not take part in the baby-song anymore. They both learned much from the process.

2.5. Implementation proper of the mentoring programme

2.5.1. Management

a) Mentoring programme coordination

Answer the questions
- Does our programme have sufficient staff and secured resources to design, implement and sustain the activities that we envisage?
- Are our programme responsibilities for planning, operation and oversight clearly defined and is our programme leadership designated?

b) Facilitating teamwork

Answer the questions
- Is communication among programme leaders, mentors and other stakeholders conducted to ensure effective use of resources?
- How do we guarantee sustainability?
- How do we provide the financial resources?
- Can we find sponsoring organizations who demonstrate institutional commitment to this mentoring programme?
- Does our programme allocate adequate time, financial resources, and appropriate authority to programme leadership, which include a team of stakeholders that provides support and oversight?

Image 3: Teamwork in Suceava (CILSDGC)

c)   Accountability, respect and trust

Answer the questions
- What accountability chain is there in the mentoring programme?
- Who are the mentors to be accountable to?
- Who is the mentoring programme coordinator to be accountable to?
- Are the mentees' parents/ caregivers accountable to the programme at all? E.g. if they change their mind about allowing the child to meet with the mentor, who is to be announced and in what manner?
- There must be mutual respect for all parties involved in the mentoring programme: respect needs to be consistently modelled by all. How is our programme ensuring that respect is modelled by all adults around the child? Beware: the mentors may think that the parents do not do enough or well enough for their children and for this reason they are not worthy of respect - remember to discuss the issue of respect with the mentors (e.g. respect for people's effort to do their best in the given circumstances).
- Mutual trust is something that can only evolve over time: who is the mentoring programme coordinator placing his/her trust in first and foremost? How are we going to build trust within our programme?

d)   Programme monitoring and evaluation / quality assurance

Answer the questions
- How can we provide evidences that our mentoring programme is successful?
- In what ways could we improve our quality assurance? Are there any monitoring tools, evaluation techniques we could use to guarantee good quality of our programme?
- How could we support our mentors and mentor trainers so they have time to engage in the mentor learning community and to achieve the best mentoring they can possibly provide?
- How could our mentoring management team support these efforts of our mentors and trainers consistently?

e) Defining / agreeing indicators of programme success

Answer the questions
- What are the indicators for our management team that our mentoring programme structures provide adequate time and opportunities for mentors and mentees to engage in meaningful, shared development?
- Has the programme established milestone criteria for development and the use of formative assessment allowing the mentee and mentor, as well as the mentor trainer to set clear goals for improving mentoring programme quality?

f) Assessment of mentors' on-going learning needs

Answer the questions
- Do we have a formative assessment process that provides a framework for monitoring mentor progress?
- Do we provide any techniques/ tools that engage the mentor/ mentee in an ongoing reflection process?

g) Assessment of mentors' progress in performance

Answer the questions
- Does our programme give formative information that is used to determine the scope, focus and content of the professional development activities that are the basis for the mentors' self-assessment and development of an individual professional learning plan?
- Are our mentors prepared to integrate support and assessment strategies within the context of mentoring to enhance their personal learning?
- How can the mentoring programme management provide multiple opportunities for formative assessments to identify individual mentors' needs and guide them?

h) Facilitating growth of involved human resources (reflection)

> **Answer the questions**
> - Could we offer any in-service training for our staff involved in this mentoring programme?
> - How could we facilitate peer learning to strengthen our human resources?
> - Do we know the needs, motivation and ambitions of our participants and how to support them effectively?

i) Risk management

> **Answer the questions**
> - Do we have a comprehensive, ongoing system of programme development and evaluation that involves all programme participants and other stakeholders?
> - Is there a clear communication plan that can prevent risks, e.g. misunderstanding, risk of exclusion, etc.?
> - Do we regularly collect and reflect on feedback about our programme quality and effectiveness from a variety of stakeholders?
> - Does the programme management team analyse multiple sources of data and share data in a systematic way to all stakeholders, and use the data for programme improvement (transparency)?
> - Does the programme stakeholders participate in external reviews designed to examine programme quality, effectiveness and potential risks?

j) Celebrating success

> **Answer the questions**
> - How could we recognize outstanding achievements, personal engagement in our mentoring programme?
> - Are there any awards we can think of that can recognize these best practices (e.g. of mentors, mentor trainers, etc.)?
> - Is it possible to share this celebration with a wider community (e.g. via local press, website, etc.)?

Image 4 – Mentor – mentee farewell celebration

k) Crisis management

Answer the questions
- How can we assure that our programme management collaborates with all programme participants to overcome challenging aspects, e.g. mentee working environment, mentor training and other operational and logistical barriers?
- Does our programme management understand the role of other support team members and respect the confidentiality between team members?
- How do we assess the three most common elements of a crisis: the threat to our organization, the element of surprise, and the short decision time? And how do we deal with these elements?
- How do we identify potential threats and how do we find the best ways to avoid those threats?
- How and what could we learn from critical situations that we or other similar programmes have encountered?
- In what manner could we deal with threats before, during, and after they have occurred?
- How could we increase our management skills and techniques in order to identify, assess, understand, and cope with a serious situation, especially from the moment it first occurs to the point that recovery procedures starts (e.g. abuse of a mentee by a mentor)?

To keep in mind*:*

- *Your mentoring programme should utilize multiple measures for assessments to identify individual needs to improve the quality of your training.*
- *The programme design should provide effective communication between and among programme participants and partners.*
- *Build up formal and informal linkages internally among members of the partnership to support the sustainability of your programme.*
- *The programme leaders should participate in on-going professional development of your mentoring programme. They should understand the need to develop, implement, and support the programme.*
- *A professional learning community specifically for programme leadership helps to improve the quality of your mentoring programme. Network with other existing mentoring programmes and establish this learning community.*

To keep in mind*:*

- *Use the celebration of various successes of your mentoring programme also for public relations – for the benefit of the persons involved and for the good reputation of your mentoring programme.*
- *The success of all mentoring programmes depends on having engaged and fulfilled expectations for all participants: mentors, mentor trainers, mentees and project leaders. Recognize their achievements and celebrate success regularly!*

Image 5 – The LeGMe learning community

2.5.2. Programme visibility, dissemination and awareness raising

Other potential beneficiaries - waiting lists (mentors, mentees)

Answer the questions
- What media could we use to make our programme more visible, e.g. local press, radio, website?
- How could we use our active mentors and mentees to spread the word and our vision?

To keep in mind:

Word of mouth, or viva voce, is a good way to pass your information. Never underestimate the importance of satisfaction, trust and commitment to your mentoring programme by your participants: word of mouth has far-reaching consequences (e.g. affective / emotional, cognitive, and behavioural) for all participants in your mentoring programme, the wider community and your organization.

2.5.3. Involving stakeholders, networking, securing support for the programme

a) Sharing the vision

Answer the questions
- In what way could we make our ideas and vision more transparent to find like-minded people and organizations to support us?
- Have we analysed different programmes, initiatives and organizations in terms of their visions? Do we agree with them? Is there common ground?

b) Individuals

Parents, caregivers

Answer the questions
- How could parents and caregivers support our programme?
- What would be important for them to provide help / assistance?
- Do they understand the benefit of our programme? What can we do to enhance this understanding?
- Is there anything they could supply for our programme (e.g. translation, PR, etc.)?

Intercultural mediators

Answer the questions
- Do we know any intercultural mediators in our region? Do they share our vision?
- In what way could they back our mentoring programme?
- What benefit would the mentoring bring for them? How could they be involved?
- What are their resources?

Public and private institutions

- Cultural and educational establishments interested in the mentoring programme (e.g. schools, clubs, libraries, etc.)
- Social services involved (child protection agency, etc.)
- Healthcare services, local departments of health prevention, prevention of addiction, etc.
- Law enforcement agencies
- Community centres
- Mass media (local and other, social media included)

VIPs

Answer the questions
- Do we know any VIPs active in this area / theme of our mentoring programme?
- Are there any gate-keepers that can provide access to our target groups (mentees, mentors)?
- What is their interest in cooperating with us? How could we satisfy their needs, meet their interests and share their vision?
- What would be attractive to them in order to commit to themselves in our programme idea?
- How could we involve them for the benefit of our programme?
- What are their resources?

Interested donors on local, national, European / international level

- Study the list of donors of other, similar programmes and get familiar with their fundraising strategies.

To keep in mind*:*

Networking is an important social activity by which you will find groups of like-minded people who recognize, create, or act upon new ideas regarding your mentoring programme. When pursued, it allows you to build new relationships and generate opportunities for the benefit of your programme. Dedicate time to let your mentoring programme grow by developing valuable relationships that can support you. Start being a good networker!

Image 6 – Networking within the LeGMe learning partnership

2.6. Evaluation of mentoring programme outcomes and programme adjustment (if necessary)

Answer the questions
- What do we and other stakeholders need to know about the programme outcomes?
- Who should be involved in this process?
- How and when should it be done?
- What resources will it require? What kind of tools can we provide to assist in the evaluation process?
- Do we write an annual report to present to our support network?
- Could we collaborate with universities to provide external evaluation or scientific supervision and monitoring?

To keep in mind*:*

- *Evaluating your mentoring program can help you make necessary adjustments and, ultimately, determine its effectiveness. It is important to establish a plan for evaluating your mentoring programme.*
- *Evaluation of mentoring programmes is still an evolving field. In order to find useful recommendations and support you might address similar programmes or contact social researchers to find the best and most up-to-date evaluation principles and practices.*

3. Development of the mentor training/ coaching programme

3.1. Preliminary issues

a) General framework of the training

Answer the questions
- Is the mentor training / coaching programme development a task for a team or for an expert?
- Is the training compulsory or optional for the mentors?
- Can the mentors be obliged to attend these training sessions? Do we have written agreements on this?
- What if a mentor does not attend the training regularly?

b) Do the mentors have a say in the programme development?

Answer the questions
- How could they be engaged in shaping the programme?
- In what way can we empower them so they take responsibility for planning their own training?

Effective practice

Mentors have a say in the programme development (IT)

After sessions about the mentoring and its related key-points and after the evaluation, the mentor coach and the local coordinator asked the mentors which topics they wanted to approach in a more profound manner in subsequent training sessions. The goals were: a) to acquire knowledge about mentoring; b) to discover mentors' and mentees' needs; c) to evaluate the mentors' learning; d) to discover specific mentoring issues according to the need analysis and the evaluation done.

Image 7 – Italian mentors during the mentors' coaching

Participation in the training is an obligation (DE)

A knowledgeable trainer with experience in adult education should be in charge of the mentors' obligatory training. Participation in the training is stipulated as an obligation in the mentors' contract. If participants do not attend the training regularly, they will repeat the courses or leave the project. The first groups of mentors was involved in the programme development. This was made possible thanks to personal contacts. DSKB has developed a new training concept for Mecklenburg-Vorpommern, starting from the model of training volunteers for the children's and teenagers' hotlines that DSKB operates. It´s significant that the training is continued while the mentors are carrying out their mission as such. The training has to fit in the mentors' time frame.

Image 8 – Planning the mentors' coaching programme (DE)

c) Is this a brand new training / coaching programme or are we adapting an existing one?

Answer the questions
- Do we know any similar training / coaching programme on which we can build?
- What are the positive aspects of existing training programmes which are valuable for us?
- What negative aspects of other coaching programmes do we need to avoid?

Image 9 – CESIE's mentor training

Effective practice

Building on existing training programmes (IT)

The approach used (reciprocal maieutic approach - RMA) was highly effective. After having introduced the topic and its related key elements, the mentor coach addressed questions to the mentors. Together with the coach, the mentors searched for answers and engaged in a close examination of the topics. Thus, each participant discovered, step by step, the topic and different points of view on it, and freely expressed their own reflections.

The RMA is a popular dialectic methodology of research and self-analysis tested by Danilo Dolci, an Italian sociologist and pacifist. This methodology has been previously effectively used by CESIE in different trainings.

3.2.   The curriculum

a)   Goals and objectives of the mentor training/ coaching programme

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Answer the questions
- Why do we want to establish this mentor training? What major ideas do we want to share and what is our goal?

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b)   Content and activities of the mentor training/ coaching programme

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Answer the questions
- What kind of infrastructure do we need for the training?
- What kind of material do we want to hand out to our mentors to support their work?
- What kind of resources can we offer in the mentor training?
- Do we have training schedules and /or agendas?
- How can we ensure the active involvement of our mentors in this training?
- What if our training seems to have little real impact on our mentors´ performance?
- What do we do if mentors attend the training sessions but there's little support before or after to make sure they implement what they have learnt?

Image 10 – CILSDGC mentors learning Facebook group features

Effective practice

Facebook group for sharing reflections (RO)

In our programme, the mentors work in three different cities, and meet with the mentor coordinator face-to-face every six weeks or so. For the mentors to share their reflections after each meetings with their mentees (i.e. every two weeks), and to receive prompt feedback, we started a Facebook group for the mentors and the mentor coordinators, so they can all read the reflections and respond. Programme related announcements and links to resources are also posted here. In addition, the e-group is an effective means of participatory monitoring of the programme.

In order to provide an effective mentor training, your mentoring programme design should include high quality mentor selection, training, assessment / evaluation and ongoing support in a mentor learning community.

Effective practice

The role of the mentors' trainer (HR)

In our mentoring programme, the mentor trainer and the mentor coordinator defined their roles in the programme. Now it is clear that the mentors' coaching /training was necessary to prepare the mentors for the mentoring programme and to provide them the tools, knowledge-base, support and empowerment for encountering the mentees. Also, we found that supervisions are needed so the mentors have continuous support during the programme. The role of the mentor trainer/ coach is to ensure the quality implementation of the programme. We decided to have a small number of mentors and now we have confirmation that it was a good choice because we could afford to have an individualised approach during the supervisions and we could allocate enough time for each mentor.

Image 11 – Croatian mentors during their training

c) **Mentors' standards including ethical issues**

Answer the questions
- Are the program expectations clearly defined and understood by our mentors?
- Do we provide commitment or/ and confidentiality support agreements?
- Are the mentors aware of the code of ethics that applies to the mentoring programme? Do they accept the stipulations of this code?
- How could we verify that there is consensus on ethical questions between mentors, mentor trainers and mentoring programme managers?

Mentor – mentee pair: Two women about the same age (30 years)

The activities have been successful. This pair has done many activities together with another mentor – mentee pair. The mentors knew each other, and the mentees knew each other from before. They had done activities like cooking together, horseback riding, playing games, trying different traditional clothes, etc. They had a lot of fun together. The mentee feels very closely connected to the mentor. She says that her mentor is like a member of her family. Maybe this is the reason why she also asked her mentor to help her with booking tickets out of Norway. There were problems connected to this, and many questions for the mentor. Doing this was not a mentor`s responsibility, and it is not a task for a mentor. In this situation, it was necessary for the mentor to be coached by a mentor-trainer. The mentor-trainer was available for coaching by having a face to face meeting, by Facebook, phone/ sms. The mentor-trainer also had a meeting with the mentee.
The problem was solved, and the mentor was content.

This situation is not unusual for a mentor. Where is the limit for what for what a mentor is supposed to do?

When educating / training mentors, this pair's experience could be a relevant example to discuss.

Effective practice

Professional limits related to the mentor's work (DE)

The discussion about the professional limits referring to their future work was very important and helpful for the participants. Of big advantage was the mixed groups containing professional and non-professional persons. For their highly responsible task, the mentors require distinctive parameters for their responsibilities, to be able to ask for professional help when needed. Participants who have already worked in social areas were able to convey these limits very clearly with the support of the mentor trainers and the experiences they had gained in that field.

Image 12 – German mentors and trainers

Mentors' motivation (DE)

Image 13 – Norwegian and German mentor trainers

In our society, it is not very clear what a mentor's role is supposed to be. That´s why people who are interested in the mentoring task often feel insecure, their motivation is dulled by a feeling of ambivalence. We found out that the discussion about the question of motivation should take place in groups not in personal meetings. The group offered the opportunity to evaluate motivations anew, and the participants could add new impulses and ideas. The participants were now able to partly reassess and revise their motivations. Very beneficial was the fact that the groups reflected very different life experiences.

To keep in mind*:*

- *Provide a sound, well-articulated rationale (grounded on effective practices) that guides the development of your programme goals and plans. It will help the mentor to meet your standards and deliver support services for their mentee.*
- *Only if the developmental needs of the mentee are clearly understood by programme designers and managers are the standards and ethical codes easy to establish.*
- *Make sure that your mentoring programme has a clear code of conduct that ensures professionalism, confidentiality and ethical conduct and make it public.*
- *Be a role model and exemplify your ethical code through your own conduct.*

3.3. Methodology of the mentor training/ coaching programme delivery

a) Type of training/ coaching (face-to-face, distance learning, blended learning)

Answer the questions
- What are the disadvantages/ advantages of face-to-face, distance and blended learning in our context?
- What kind of experiences do we have in these different methods?
- Would it be helpful to use a combination of those?
- How do other mentoring training programmes deliver their coaching? What methodology of delivery do they use? Are there any good practices we can learn from?
- What kind of personal / financial resources can we provide to implement a suitable methodology?
- What methodology would our mentors value?

Effective practice

Structure of the CILSDGC mentor training/ coaching (RO)

We provided a *4-hour induction training* to the potential mentors to discuss the *major concepts* related to the mentoring programme: mentor, mentoring, principles and values to be observed, volunteering, and to conduct the *mentors' learning needs analysis*. Ten weeks after, those who meanwhile signed the volunteering contract attended a *5-hour training*, focused on *details about the mentors' specific role, suggested types of mentoring activities, and how to use the Facebook group to share reflections*. After the *matching of mentors and mentees*, done in a joint 3-hour activity including mentors, mentees and parents/caregivers, each mentor started the bi-weekly meetings with their mentees, and met with the other mentors and their coordinator for *face-to-face coaching every 6-8 weeks*.

Image 14 – Romanian mentors during the induction training

b) Timeline

c) Training/ coaching strategies

Effective practice

Training/ coaching methods & organizing the training sessions (CH)

In order to reach most of our volunteer mentors, it became indispensable to adapt our training methods. We now follow a much more interactive approach with the trainer in a role as a supervisor and mediator. Trainings are what we call 'intravision', where we offer opportunities for best practice exchange and problem - based learning techniques rather than just showing Power Point slides. We also reduced the amount of coaching meetings within the 8 month period of our program from 6 to 5.

For the benefit of a more effective training and because our mentors are very diverse (e.g. high school students, retired teachers, university students, etc.) we now offer one of the coaching sessions not as a group session but one-on-one session, either face-to-face or E-Coaching via Skype. For this, the MUNTERwegs mentors get a "voucher" they can use any time after the first third of their mentoring sessions with their mentee. We understood that these individual meetings can help improve the mentor-mentee relationship much better and they are a more suitable tool to work on individual goals. It satisfies the needs of the mentors for personal support and the trainer can help with his/her expertise in order to support the commitment of the mentor/mentee to improve their relationship. So the role of the trainer is rather one of a catalyst who has to be prepared to respond to different socio-psychological issues with a set of interactive teaching methods based on appropriate theories.

Image 15 - Exchange of best practices during a mentor coaching session on how to teach German as a second language.

Mentors get to know various games and methods and can have hands-on experiences on how to use different techniques with their mentee.

To keep in mind*:*

- *Make sure the trainer has experience in adult learning.*
- *Try to support your mentors to learn about and become confident in meeting the diverse needs of the mentee and give them training in pedagogical approaches appropriate to circumstances.*
- *Make sure that mentors who are not familiar with ICT receive advanced technical training in order to attend the distance and blended learning sessions successfully.*

Image 16 - Mentors and mentor trainer work together on a community map in order to facilitate integration of their mentee in his/ her neighbourhood.

The method of free writing can be used in different parts of the workshop, with different purposes. When used at the end of the training session, it provides mentors an opportunity for reflection. Free writing can be introduced as a nonstop, 7 minute writing around questions like: What did you learn at this workshop? What do you think about mentoring? When collected by trainers, free writes can be a valuable source of feedback.

Images 17 & 18 – Slovak mentors reflecting on the training session

3.4.   Support materials for the mentor training/ coaching programme

Answer the questions

- What specific material can we hand out to our mentors?
- What information can enhance their learning and our training?
- Can we provide a handbook on our mentoring programme that documents and supports the training?

Effective practice

The mentors' handbook (SK)

Mentor training requires sound preparation, therefore a handbook for mentor trainers was developed by the Slovak team of trainers. Besides an introductory part providing general principles of the training, the handbook outlines a curriculum of five four- hour face-to-face workshops. Each workshop concentrates on one of the five themes. The handbook also includes worksheets for mentors.

Image 19 – Slovak mentors using the mentors' handbook

How to organize the mentor training? (DE)

There´s an urgent need for voluntary mentors in Mecklenburg-Vorpommern, and a great willingness to work on a voluntary basis. Nevertheless, being a mentor is a heavy responsibility which cannot be taken on without basic training. DSKB has planned to offer that training to other institutions in the long term. The training depends on suitable conditions. The classrooms should be accessible easily, the trainers should be properly prepared and sufficient financial means should be guaranteed. The mentor-training has to be free of charge. The teaching materials can be taken from similar training projects. Given the structure of the training, it is guaranteed that practical problems can be examined during the ongoing training.

Usually the training sessions take place in common daily workshops. In addition, a virtual forum for the exchange of practical experiences and issues should be established. The subject matter offers an ongoing reflection on the practical work, even after having received the basic education and after having started the job as a mentor. If complex issues occur, a qualified member of the institution will be available as back-up. This method has been tested successfully in working with the child and teenager hotlines of DSKB. The training contents will be evaluated on a regular basis and will be adapted to the mentees' diverse situations.

For the time being, we used DKSB's materials from the training of voluntary advisors for the child and teenager hotlines, and the programme "strong parents-strong kids". So far, we haven´t developed new materials for the actual mentor training. The needs should be evaluated while the training is in progress. If needed, the materials can be provided via the internet forum.

Image 20 – A graphic representation of the mentors' trainer

To keep in mind*:*

- *Good handouts complement a training session but be careful not to overwhelm the mentors!*
- *Handbook, handouts and worksheets should be a source of learning. So keep your training participants engaged, choose a mix of practical exercises and trainer led activities. Surely, you want your attendees to remain interested throughout the meeting, so they can improve their skills and competences thanks to your professional mentor training and coaching.*

3.5.   Monitoring and evaluation of the mentor training/ coaching programme

Answer the questions

- What do we do if there is a lack of creativity and adaptability? And our mentor trainers deliver the same topics in the same way every time without respecting the mentors' learning needs?
- Does the training programme utilize multiple measures of assessments to identify individual mentor needs?
- Do we provide peer reviews with other mentor trainers to reflect on the training?
- How do we collect feedback from our mentors regularly?
- What is our monitoring plan?
- How can we analyse the work performance of the mentor trainer to the benefit of the learning outcomes of our mentors?
- How could we collect assessment data from the trainees?
- Does the trainer have an instrument to reflect on his/ her work (e.g. a reflection log)?
- What kind of other artefacts or forms of feedback could be appropriate to learn about the quality of our mentor training?

Within the LeGMe project, each partner organisation developed and implemented a comprehensive monitoring and evaluation system of the mentor training/ coaching programmes. Its description is available on the project website.

Evaluation method & self-evaluation tool (LT)

The evaluation method called **"Star"** is an effective way to evaluate improvement of mentors' competencies during programme implementation. Evaluation is done three times: at the beginning of the activities, in the middle of the process, and at the end of program implementation. Nine competences were identified, named and clarified within the group and considered as common competences necessary for all team members. One competence was not named – it was up to the mentors' individual decision. All 10 competences were deemed necessary for improvement to enable project implementation as best possible. The competence achievement scale is from 1 (lowest level) to 10 (highest level). Each mentor judged their personal competences and their progress three times during the project. This approach contributed to intrinsic motivation, self-esteem and satisfaction.

Another effective self-evaluation tool was the **"Mentors' Notebook" and "Mentees' notebook"**. Both notebooks pursued the same goal - to set concrete meeting activities and reflect on feelings, thoughts. The structure of both notebooks is quite similar – one page per meeting to describe actions and give feedback. The only difference is that mentors were asked to reflect their expectations and feelings twice – before and after meetings, while the mentees only once – after meetings.

Image 21 – Lithuanian mentor writing in her notebook   Image 22 – The cover of the Mentors' Notebook

HOW SUCCESSFUL I'M IN.....
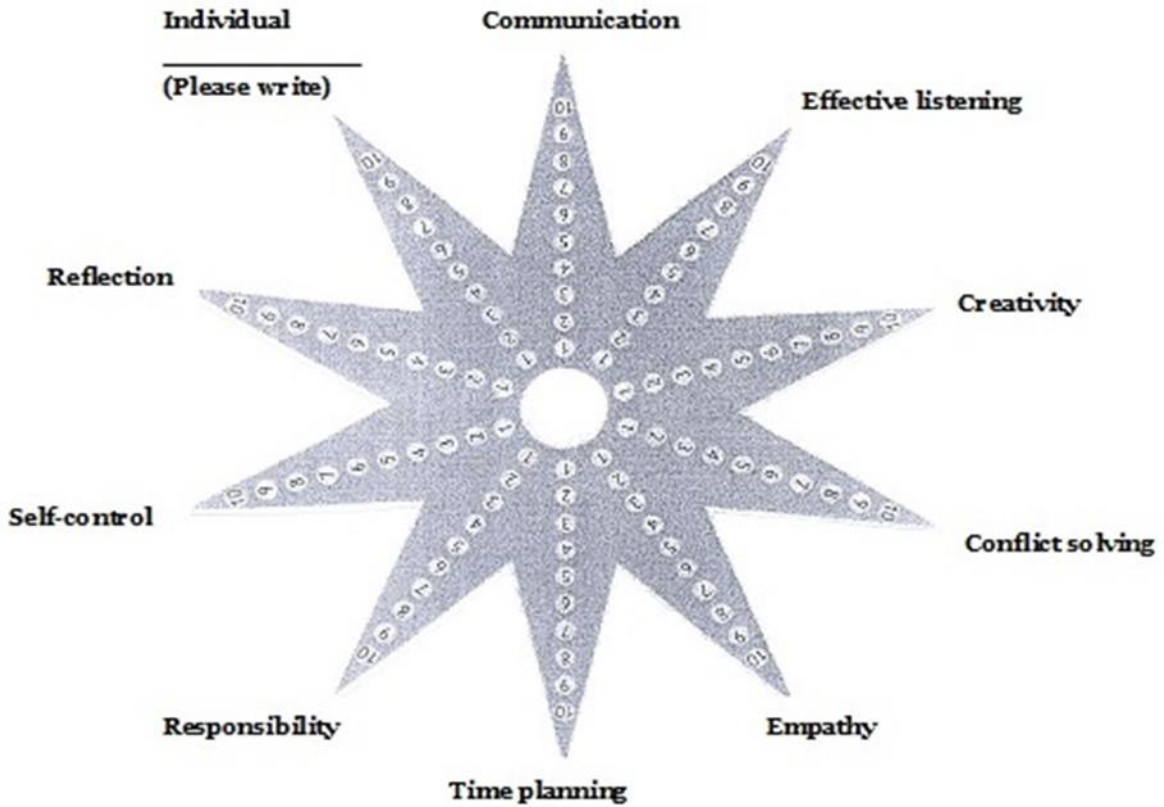
Name, Surname ....

Date ....

Comments:

Image 23 – The "Star" method - handout

Monitoring and evaluation (M&E) of the mentor training (DE)

In order to be able to monitor and evaluate the project, especially designed M&E tools will be applied. During the symposium entitled "Voluntary mentoring in Mecklenburg-Vorpommern", we facilitated professional exchange and shared reflection with other mentor projects.

Several provisions in the Convention on the Rights of the Child reflect the children's right to participation. The right is reflected in the German law as well. In this respect, DKSB will integrate the mentees in the development of further trainings programmes.

Image 24: German team planning the M&E of the mentor training

To keep in mind*:*

- *Your mentoring programme should utilize multiple tools for assessments to identify individual needs to improve the quality of your training and coaching.*
- *Depending on the context of your mentoring programme, e.g. working with volunteers or not, be careful not to overload the training.*
- *Don´t make your training too theoretical and try to ensure the practical relevance for your mentors.*

4. Main features of the coaching programmes developed within the LeGMe project

4.1. CILSDGC Mentor coaching programme

Mentors	The total number of LegMe mentors in Romania is 10. Three of the mentors are university students (in teacher education), four are retired (old age pensioners or retired for health reasons), two are unemployed, and one mentor is on maternal leave.
Mentee	Children aged 6 to 11 from vulnerable family backgrounds; one of the children is in institutional care; about half of the group of children come from highly impoverished Roma families living on the landfill on the outskirts of Cluj-Napoca.
Structure of the mentor training/coaching programme	The goal of the mentor training/ coaching programme is to enable the mentors to deliver the mentoring programme. The two events of pre-mentoring face-to-face training (cca 13 hours) were followed by periodical coaching face-to-face and on-line (Facebook group).
Topics addressed during the training/coaching	In the first face-to-face training, we provid a brief description of the mentoring project, followed by the list of roles and responsibilities of the mentors and the principles of mentoring to be observed by the mentors. We also use this training for a non-formal assessment of the mentors' skills and further training needs.
	In the second training, we provide support instruments for planning and describing mentoring activities, we share tips for informal assessment of the mentee's interests and skills, tips for fun reading, writing and discussion activities and guidelines for the mentors' individual reflection.
	Once the mentor-mentee meetings start, after each mentoring session, the mentors post on the Facebook group, and other mentors or the mentor coordinator could respond or ask for clarifications.
	In the mentors' coaching (approximately every 2 months) during the implementation of the mentoring programme proper, we provide guidelines for monitoring the mentee's progress and guidelines for group reflection.

4.2. MUNTERwegs Mentor coaching programme

Mentors	The total number of MUNTERwegs mentors in Switzerland is about 250. They are university students (social sciences, pedagogy, social work), any person who is willing to volunteer (unemployed or not, many with migrant background themselves) over 17 years, high school students from high schools, retired people with different professional background.
Mentee	Children aged 5 to 11 from vulnerable families, most of them with migrant background
Structure of the mentor coaching programme	Each year 10 mentors and mentees start their individual mentoring relationship as a group in one town. The mentoring programme is guided by a mentor trainer of MUNTERwegs and the mentors´ training lasts 8 months. Mentors attend one kick-off meeting and 5 coaching sessions (each session lasts about 2 hours) during that period. So the overall training is 12 hours and is structured as a face-to-face meeting. However, apart from the scheduled coaching sessions, there is always individual support or training available from the mentor trainer if the mentor needs it.
Topics addressed during the coaching	**At the kick-off meeting**: get to know what motivates the mentors, their resources and interests, group building **During the coaching**: - joining – how to find common ground and establish a relationship with the mentees and their socio-cultural background, exchange of best practices - intercultural understanding - social - psychological topics - social inclusion – exclusion - promoting learning – especially language learning (German as a foreign language) - strengthening the mentees' social network - health promotion - improve resilience **Farewell** - sustainability

4.3. Deutscher Kinderschutzbund Landesverband Mecklenburg-Vorpommern e.V. Mentor coaching programme

Mentors	Within the training of the recently developed project "Starthilfe", 8 mentors (students, unemployed, retired or employed) were introduced to their new tasks and prepared for the upcoming challenges.
Mentees	The mentees are teenagers who left school without graduation, they are between 16-18 years old. They come from underprivileged social structures, which are characterized by the following indicators: • poverty issues; • endangered health; • endangered well-being of children; • lack of educational possibilities; • lack of participation in socio-cultural opportunities; • distinct juvenile delinquency. *Currently 30 % of Meckenburg-West Pommerania´s children and young people live below the determined poverty level. Their prospects to acquire educational qualifications are poor, their physical development is jeopardised, and their housing conditions are bad. They are widely excluded from socio-cultural participation and frequently show deficits in play and work behaviour, communication competence and their integration in social networks.*
Structure of the mentor coaching programme	The training consists of different modules. Prior to the first mentoring meeting, a basic training takes place, followed by monthly training modules whilst actually working as a mentor. Furthermore, additional trainings modules are offered. Currently the basic module comprises 20 lessons, since we found out that 10, as first planned, are insufficient. The monthly courses comprise 2 lessons.
Topics addressed during the coaching	Theory and practice of counselling and negotiation Conversation Self-reflection and self-awareness Questions referring to the socio-economic status of the family of origin Legal issues concerning children´s and youth´s welfare Regional counselling structures- information about: education/ employment/ upbringing/ issues of children and young people/drugs/health Regional structures of education and apprenticeship

4.4. CESIE Mentor coaching programme

Mentors	20 volunteers in local organisations, pensioners, university students, senior volunteers, intercultural mediator with migrant background, homemakers, EVS volunteers
Mentees	Children aged 4-12, especially with migrant background
Structure of the mentor coaching programme	2 trainings 1st training: 5 daily meetings – 13 hours in total 2nd training: 2 daily meetings - 8 hours in total
Topics addressed during the coaching	Frame of mentoring (who is the mentor/mentees, role/ responsibilities/ benefits); mentoring tools (counselling, conflict management, active listening); mentoring: advice and suggestions (Potential problems which arise during mentoring); visits to local centres (Get to know local person in charge, hosting structure, profile of the mentees); match mentor/ mentee (Profiling mentors and mentees to be matched according to their behaviour, attitudes, needs); how to face aggressive and shy children; evaluation tools.

Image 25 – Mentees (CESIE)

4.5. ŠDC Mentor coaching programme

Mentors: 14 volunteers coming from local partners - Holy Cross House and Lentvaris children's day centre Akimirka - who are university students, unemployed and employed people.

Mentees: 14 children aged 10 to 16 from vulnerable family backgrounds: families who receive social assistance, large families; children with learning disabilities and (or) requiring after school activities. Mentees are from Holy Cross House children programme and Lentvaris children's day centre Akimirka.

Structure of the (revised) mentor coaching programme

The mentor training programme takes place over the face to face course of four days for 4 hours, 16 hours in total. Mentors training are followed by periodical face to face coaching meetings once a month.

Topics addressed during the coaching/training

First two days training deal with volunteering, motivation, building self-awareness, tolerance and learning how to recognize temperament type and what to do with this. 3-4 days training sessions focus on themes such as child development, recognition of a child's emotions, effective listening, conflict management, ethics, what to do in difficult situations. During the training the participants share ideas about activities that can be done together with the child. One session is dedicated for a guest: a mentor who had participated in mentoring programme and can share experience. This is a very effective motivational factor for future mentors to start working with their mentees.

Image 26 – Mentors (ŠDC)

4.6.   Grimstad kommune/Kvalifiseringstjenesten Mentor coaching programme

Ten mentors and ten mentees met for the first time in June 2014 in an informal garden party. The official program started in August 2014. The mentor-mentee pairs are supposed to meet three times a month (two hours), while the mentors do their mentor training once a month (two hours).

The mentors were a mixture of students (5), employed people (3) and persons out of work (2), while the mentees (aged 18 - 29) were recruited from among our students at the centre for immigrants. The mentors and mentees are free to choose activities for most of the time they spend together. However, the mentors should help the mentees to get to know at least two local organizations (sport, music, religious groups, etc.), and, as specified in their contract, they are supposed to create a digital story. Our mentors use Ipad and an application called Imovie. As the mentor and mentee get to know one another, they agree on a story the mentee will tell. It is supposed to be a story with a strong personal significance. It might be a positive one (marriage, a pet, a good friend, sport, etc.), or a dramatic one (war memories, how they escaped and came to Norway, etc.).

The mentor training program includes themes such as:

- What is a good mentor;
- How to make a digital story;
- Multicultural understanding;
- Ethics;
- Awareness of traumatic experiences.

Image 27 – Norwegian trainers, mentors' and mentees

4.7. Združenie Orava pre demokraciu vo vzdelávaní Mentor coaching programme

Mentors	10 university and secondary school students (of ages above 18), unemployed and retired people
Mentees	Children aged 6-10 from the local Roma community and migrants
Structure of the (revised) mentor coaching programme	The goals of the training are to prepare mentors for their work with mentees, to provide an opportunity to practice the necessary mentoring skills identified according to the needs of the mentees, and to provide an opportunity to share experiences. 20 hours (face-to-face)
Topics addressed during the coaching	- How to Become a Good Mentor (about mentoring); - Life Skills (assisting children in the development of life skills); - Let's Read Together (assisting children with reading); - Reading Merry-Go-Round (ways to develop children's positive attitude to reading); - Learning Together (ways of helping children to learn).

Image 28 – Slovak mentors reflecting on their learning

4.8. FFE Mentor coaching programme

Mentors	The total number of LeGMe mentors in Croatia is 7. Mentors were students and young unemployed teachers and professors from the fields of social and humanistic sciences.
Mentees	The mentees are pupils (6th and 7th grade) from the Elementary school "Matko Lagina" in Zagreb who are recognized as gifted children by the school pedagogue.
Structure of the (revised) mentor coaching programme	The main goal of the FFE's programme is to increase competitiveness and employability of the young unemployed teachers and professors for the labour market. The two-day mentor training/coaching programme is divided into eight sessions, during which mentors get knowledge and skills to work with gifted children. Also, during the training they become aware of their own competences, and what competences mentor should have.
Topics addressed during the coaching	The topics addressed during the training are: general information about the mentoring programme, human needs and how people fulfil them, structure of the mentoring programme – general overview, competences and mentors' competences in general, knowledge about the gifted children - various types of giftedness and gifted children's behaviour. During the six-month period, mentors have support through supervisions once a month.

Mentors' coaching training was necessary to prepare mentors for mentees and to give them: tools, knowledge, support and self-esteem for encounters with mentees. Also, it has been showed that the supervisions are needed so the mentors have continuous support during the programme. The role of the mentor's trainer is necessary for quality implementation of the programme. We decided to have a small numbers of mentors and now we understand that it was a good choice because we could have individual approach during the supervisions and have time for each mentor.

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LEGME
learning to be a good mentor

CILSDGC
- Șc. Gimnazială Horea Cluj-Napoca
- ALSDGC România
- CSEI Suceava
- Șc. Gimnazială nr. 7 București

CESIE
- Ubuntu
- Casa di tutte le genti
- Il giardino di Madre Teresa
- Santa Chiara

Grimstad kommune Kvalifiseringstjenesten
- NAV, Grimstad
- IMDI Sør
- Universitetet i Agder
- Flyktningetjenesten Grimstad

Munterwegs
- Communities of Baar, Rotkreuz, Emmen
- University of Lucerne - Social Studies
- International school of Zug & Lucerne
- Cantons of Zug and Lucerne
- NGO Benevol Switzerland
- Local press in cantons Zug and Lucerne
- Baar primary schools & kindergartens

- Zebef Ludwigslust, Zentrum für Bildung, Erholung und Freizeit
- Stadt Rostock, Amt für Jugend und Soziales
- Leuphana-Universität, Lüneburg

Deutscher Kinderschutzbund Landesverband Mecklenburg-Vorpommern e.V.
- Deutscher Kinderschutzbund, Ortsverband Rostock e.V.

FFE
- Matko Laginja Elementary School, Zagreb

ORAVA ADE
- eduRoma - Roma Education project
- Základná škola Petra Škrabáka Dolný Kubín

MDC
- Holy Cross House Vilnius
- Lentvaris children's day centre Akimirka

Lifelong Learning Programme