

## The Romanian mentors' training / coaching programme

### *Final version*

#### I. MENTORING PROGRAMME DEVELOPMENT - THE CONCEPT

##### PROGRAMME RATIONALE

**The problem we address:** Some parents feel unable to support their children effectively to become autonomous learners and to do their best in school. For example, this situation may occur in the following cases: children who speak a minority language (e.g. Hungarian) may have difficulty learning Romanian; children who did not attend kindergarten / preschool and whose language development is below their age group's; children who need support with the development of their literacy and numeracy skills; children whose parents are working abroad and have left their young children with relatives of neighbours; children who live in improper housing conditions, etc.

**Whose problem?** This is a shared problem of the community: child - parent - school; the child may - as a result of the problem - have low self-esteem, feel unsuccessful/ insecure in school, lacking unmotivation for school-based activities; the parents may feel at a loss about how to help the child or embarrasses for their child; the teachers/ principal may feel helpless due to a shortage of resources (human and other) to support the parents/ the child.

**One possible solution** is to provide one-on-one support for these children by working with volunteer mentors who can engage the children (mentees) in meaningful activities which are likely to help the children progress.

##### BENEFICIARIES OF THE MENTORING PROGRAMME – MENTEES

The mentees are children in the primary grades, whose school performance is unsatisfactory, and whose parents feel that they have no solutions they could use, or feel unable to support them effectively to become autonomous learners and improve their school performance. Children may come from low socio-economic status backgrounds; some may come from ethnic / language minority groups; their gender is irrelevant.

Mentee selection – steps:

1. select the schools where to recruit the children (e.g. based on former successful collaboration in partnership projects)
2. sign partnership agreements with the schools whereby the school accepts to recommend children in need of such support and secure the approval/ acceptance of the parents/ carers for their children's participation in mentoring; in case of tri-lateral agreements (e.g. involvement of a third party such as an NGO or another public institution with a strong interest in the children's welfare), sign a tri-lateral agreement carefully laying out the terms – roles and responsibilities – for each party;

3. organize kick-off meeting where the mentors meet the mentees and their parents & teachers, and where the matching of mentor-mentee pairs takes place for those children whose parents make a decision on the spot; for the other children, wait until the parents make a decision (set a firm deadline for this and provide a contact person for clarifications in case they are needed);
4. in matching the mentees with mentors, keep in mind the child's first language if relevant.

## **MENTORING PROGRAMME STRUCTURE**

### **a) VISION, GOALS AND OBJECTIVES OF THE PROGRAMME**

**Vision:** Our organization has a tested mentoring programme and adequately trained human resources to respond to needs such as described above;

**Expected impact:** The mentee children engage better in learning, are better aware of how to learn, are more autonomous learners; they become more self-confident, find it easier to relate to adults and learn to ask for adult support when needed.

**Goal:** provide support for at least 10 children to better engage in learning, to become more autonomous learners, more self-confident, and with higher chances of academic success.

More specifically:

- develop children's language skills;
- develop children's practical skills;
- propose enjoyable "learning-loaded" pastime.

### **b) MAJOR MENTORING ACTIVITIES INCLUDING CONTENT OF INTENDED LEARNING OF MENTEES**

The activities take place every other week. The duration of one meeting is around 1.5-2 hours. The list of proposed activities is open, but focus should be on the following:

- development of cognitive skills through activities such as shared reading, reader response activities such talking about reading, writing, drawing, as well as reflection on the activities;
- development of practical skills: photography, modelling (making model airplanes, boats etc.), pottery, playing games (e.g. table tennis), cooking/ baking; knitting; embroidery etc. doubled by talking about these learning experiences;
- development of interpersonal skills: communication in mother tongue and / or in a second/ foreign language.

### **c) MODE OF MENTORING PROGRAMME DELIVERY**

One-on-one face-to-face meetings of the mentor and mentee, every other week, for 1.5-2 hours on average, over the period of a school year; about 18 meetings in all; holiday periods may be excluded.

Each mentor will meet his/her mentee's parent(s) and share contacts (e.g. telephone number, email) for emergency purposes only.

The potential venues - to be decided on the purpose of the activity/ meeting - are:

- At the mentor's home
- At the mentee's home
- In the school
- In the city (park, museum, cinema, puppet theatre, etc.)

#### d) MONITORING AND ASSESSMENT OF THE MENTORING PROGRAMME

Whom to ME	What to ME	How to ME	When to ME	Who does the ME
the Mentors	Assess learning needs	Interview	Prior to training	The mentor trainers/ coordinator
		Direct observation Questionnaire Focus group	At the beginning of the programme, during mentor training Day 1	
	Monitor progress	Learning logs/ reflective diaries	During the programme, every 6 weeks	
	Assess the mentoring process	Portfolios	During and at the end of the programme	
the Mentor trainers/ coaches	Adequate content and methodology of the mentoring programme	Checklist	At the beginning of the programme, prior to mentor training/ coaching	The mentoring programme coordinator
	Monitor the mentors' transfer of learning and the mentoring process	Direct observation Learning logs	During the programme	

Whom to ME	What to ME	How to ME	When to ME	Who does the ME
the Mentor coordinator	Monitoring and supporting mentors	Reports	During the programme, every 3 months	
the Mentees	Assess learning needs	Mentee interviews Mentee written stories or drawings	At the beginning of the programme and during the programme	The mentors The mentor coordinator
	Assess progress	Mentor report Mentee written stories	During the programme At the end of the programme	

#### e) EXPECTED RESULTS/ IMPACT OF THE MENTORING PROGRAMME

##### Proposed indicators for the mentees

- How many mentees would like to further engage / stay in the mentoring programme or recommend it to others;
- What new hobbies, skills the mentees have developed;
- What progress they have made in prior skills as compared to initial informal assessment;
- Improved school performance (grades, teachers' feedback, parents' feedback about progress);

##### Proposed indicators for the mentors

- How appreciate the mentors are of their mentoring experience;
- How confident the mentors are about their mentoring skills;
- How willing the mentors are to engage in new mentoring programmes;
- How many mentors recommend the programme to other potential mentors and families (mentees' parents);
- To what extent the mentors have improved their knowledge about children; about how children learn; about how to interact with children from diverse backgrounds, etc.;

##### Proposed indicators for the organization

- Experience in recruiting, engaging/ contracting, training and retaining volunteers;
- Experience in collaborating with schools and other partners working with primary school-aged children (e.g. NGOs, public or private institutions with an interest in child welfare);
- Improvement in capacity to deliver mentoring programmes (mentors trained and with mentoring experience; mentoring programme support materials; mentor training

programme support materials; fundraising capacity for mentoring projects/ programmes);

- Improvement in visibility as mentoring programme developer/ implementer.

## II.1. HUMAN RESOURCES (MENTORS, MENTOR TRAINERS/ COACHES)

### II.1.1. RECRUITMENT, SELECTION, CONTRACTING OF VOLUNTEER MENTORS

#### a) Launching the call for volunteer mentors

##### Requirements

- The volunteer mentors may be students, pensioners, professionals or unemployed people. Ideally, the volunteers should have *some* experience working with children although this is interpreted in a broad sense (e.g. if they have children of their own, if they have been teachers, if they have worked with groups of children before in community centres, children's clubs, etc.).
- The volunteer mentors should be available for a minimum of 3 hours every other week for one-on-one meetings with one mentee each (note that preparing for, getting to the mentoring activity venue and reflecting on mentoring will take time in addition to the 90-120 minute mentor-mentee meeting proper). Moreover, the mentors must be willing to take part in mentor training / coaching (an estimated total of 25-30 hours). Returning mentors must agree to take part in coaching (on-going meeting for reflection, sharing and support with the mentoring programme coordinator or the mentor coordinator).
- The volunteer mentors can be recruited by launching a call for volunteers in the media (including social media) or by asking for recommendations from well-known and trusted members or sympathisers of the organization.
- As part of the recruitment, the potential mentors can be interviewed or asked for a letter of intent in addition to a curriculum vitae (see also Contracting below).

#### b) Contracting the volunteer mentors - issues to consider

- Length of period and number of hours of work expected: full academic year (Sept-June); a total maximum of 60 direct contact hours including:
  - o 18 x (1.5-2) hours = 27-36 h for meetings with the mentee;
  - o 6-8 hours for meetings with the mentor coordinator;
  - o 12-14 hours for training.
  - o Online communication may take an estimated 10 hours.
  - o Reflection and reporting is estimated to take about 6-8 hours.
- Requirement to participate in training / coaching sessions: prior to the mentoring period for 2 days (12-14 hours in all in two separate meetings a couple of months apart);
- Requirement to stay in touch by Facebook/ other agreed social media (closed non-public group);
- Expectations concerning reporting on mentor-mentee meetings: every 6 weeks, after approximately each third meeting with the mentee, the mentors are expected to meet

with the mentors' coordinator/ coach for a small group discussion. For details, see M&E procedures.

- Financial conditions of work: local transport by public transport shall be reimbursed; transport and accommodation (if needed) for mentors and mentor coordinators will be covered for participation in training/ coaching.
- Support structures available for volunteer mentors: to facilitate mentor networking and reflection, depending on available social media accessibility.
- The volunteer mentors will receive a certificate in recognition of the fact that their service as a volunteer mentor was highly appreciated.

## II.2. MENTOR TRAINING / COACHING PROGRAMME DEVELOPMENT

### II.2.1. PRELIMINARY ISSUES

#### a) General framework of the training

Development of the mentor training/coaching programme is done by a team. The training is compulsory for the mentors. The applicant mentors who do not participate in the training will not be considered for mentoring. For this reason, alternative dates are offered for the introductory training of the potential mentors. If a mentor cannot attend a subsequent training/coaching session, individual training may be considered.

The mentors will be provided with guidelines as concerns the mentoring activities. However, the goals and objectives of the mentoring programme are the same for all mentees (development of practical skills, cognitive skills and interpersonal skills). Therefore, mentors have an important part in the programme development. They can design their own mentoring activities depending on what they feel comfortable doing and what their mentee prefers to do during the mentoring activities.

The nature of the mentor training is highly interactive; in the second training, the mentors are engaged in listing potential mentoring activities and developing scenarios.

The mentor training and coaching programme has been tested and found to work very well (see Curriculum below).

### II.2.2. THE CURRICULUM

#### a) GOALS AND OBJECTIVES OF THE MENTOR TRAINING & COACHING PROGRAMME

The goal of the mentor training/ coaching programme is to *enable/ prepare the mentors to deliver the mentoring programme*. The specific objectives are as follows (M1=training 1; M2=training 2; M2+=coaching meetings, group reflection):

- To inform the potential mentors about the LeGMe project and point out their role and expected contribution to it; (M1)
- To share the vision of the mentoring programme and the expected impact (M1)
- To assess the mentors' learning needs (M1)

- To discuss and agree the mentor's role and responsibilities and administrative issues (contract, reimbursement etc) (M1)
- To share descriptions of sample mentoring activities (M1 and M2)
- To provide support for the mentors to assess their mentees' skills and interest (M2)
- To provide support for the mentors to plan and carry out the mentoring activities (M2)
- To provide a venue for collective/ shared reflection on the mentoring process (M2 +)
- To monitor the mentoring process (M2+)
- To support the mentors in monitoring the mentees' progress (M2+)

## b) **CONTENT AND ACTIVITIES OF THE MENTOR TRAINING / COACHING PROGRAMME**

- Training venue: *CILSDGC office*
- Materials for the mentors:

In M1:

- a. brief description of the project
- b. list of roles and responsibilities
- c. principles of mentoring to observe

In M2:

- a. templates for planning and describing mentoring activities
- b. tips for informal assessment of mentee's interests and skills
- c. tips for fun reading, writing and discussion activities
- d. guidelines for individual reflection

In M2+:

- a. guidelines for monitoring mentee's progress
- b. guidelines for group reflection

### ***Proposed agenda for M1***

9.00 welcome and introductions

9.30 project presentation; Q&A

10.00 assessment of mentors' learning needs - incl IT skills

10.30 break

11.00 assessment of mentors' learning needs (continued)

12.00 principles underlying the mentoring programme; what does a good mentor (not) do?

12.30 lunch break

13.30 mentors' roles and responsibilities

15.00 break

15.15 administrative issues connected to mentoring; agreeing on date for M2



16.30 final reflection

***Proposed agenda for M2***

9.00 Welcoming the mentors

9.15 Introductions

9.30 Mentoring activities – what do we expect from the mentors and mentor coordinators? (introducing the goals and objectives and the structure of the mentor-mentee meetings)

The kick-off (matching) meeting – for parents, mentees, mentors, mentor coordinators, teachers etc. – how to run it

Inspiring activities (e.g. the Munterwegs film about mentors)

11.00 Break

11.15 Monitoring and evaluation of the mentoring programme

Mentors' reflections/ logbooks – the portfolio:

- diary entry (diary structure, posting reflections on Facebook)
- quotes from the children
- photographs that reflect the nature of the mentoring activities

Mentor- coordinator meetings (*coaching*) – group reflection, feedback and discussions on Facebook (how often and what to discuss, what it means to reflect)

13.30 Conclusions; evaluation of the training,

14.00 Closing the training

***Proposed structure for discussions M2+***

- How many meetings have you had? Where did they take place?
- What went well? Achievements/ successes? How do you know these went well?
- What challenges did you meet? How did you overcome them?
- What kind of support would you welcome?

**c) MENTORS' STANDARDS (INCLUDING ETHICAL ISSUES)**

The program expectations must be clearly defined for the mentors, and their understanding should be checked e.g. by asking for concrete examples/ presenting and discussing relevant (potential) cases. The ethical issues should be discussed in depth and connected to the principles underlying the mentoring programme.



### II.2.3. METHODOLOGY OF DELIVERY OF THE MENTOR TRAINING/ COACHING PROGRAMME

#### a) TYPE OF TRAINING / COACHING (FACE-TO-FACE, DISTANCE LEARNING, BLENDED LEARNING) AND TIMELINE

Face-to-face training - 2 distinct days (e.g. May/June and September);

Coaching – to be done by the mentors’ coordinators after every third mentor-mentee meeting; it should include group reflection, monitoring of the mentoring activities and support for handling challenging cases; 1-2 hours/ meeting preferably in the afternoon, or when most of the mentors are available (to be decided by the local groups);

If there are several mentor coordinators / coaches, they should keep in touch by email and telephone. In between face-to-face meetings, the mentors should stay in contact with the mentor coordinator by email, Facebook, skype, telephone if necessary.

#### b) TRAINING / COACHING STRATEGIES

All of the strategies below may be used:

- Group reflection
- Feedback
- Intravision – exchanging best practices, tips for successful activities etc.

### II.2.4. SUPPORT MATERIALS FOR THE MENTOR TRAINING/ COACHING PROGRAMME

Handouts/ worksheet should be provided during the training; reading materials and web resources where the mentors have access to further reading should also be provided/ shared.

### II.2.5. FINAL NOTES ON THE MENTOR TRAINING / COACHING PROGRAMME

*(See also above, under I.d)*

The mentors’ feedback should be asked for at the end of each training/ coaching session. The mentors should be instructed to provide a variety of activity types, and in-depth discussions short target how to develop practical skills (e.g. photography, pottery, cooking, Romanian language, English language) and how to develop cognitive skills (reflection, logical-mathematical thinking, language enrichment) as well as interpersonal skills (mostly by practice). Resources developed in previous projects or by other organizations may be recommended (e.g. the stories in *Educatie multiculturala*, available online at [http://www.edrc.ro/docs/docs/em/01\\_EM\\_manual.pdf](http://www.edrc.ro/docs/docs/em/01_EM_manual.pdf), for English language - e.g. <http://www.bbc.co.uk/cbeebies/old-jacks-boat/stories/old-jacks-boat-sea-urchin/>; etc.)

In advertising for applications, the organisation makes it clear for the volunteers what the applicants will gain from joining the programme. Before applying people will probably ask themselves, ‘*What’s in it for me?*’ Explanations can refer to e.g. *It is a learning experience that can prove useful practice for students preparing for a job in education or social*

*assistance, it can give meaning to pensioners' life by making them stay active and feel useful, needed, important.* List what people will specifically learn at the training and give a brief presentation of the activities to be carried out.

At the end of the project, the volunteers should be provided with a certificate and a letter of recommendation from the organisation. In this way, the organisations supports the people to e.g. prove their experience as e.g. 'a person who can assists primary school aged children with homework'. The letter should give information about the kind of contribution the mentor can bring to a child's development, the kinds of issues (e.g. behaviour, learning, etc) the person can help tackle.

**Annexes – Handouts for mentors and mentor trainers (in Romanian)**

**Annex 1**



**CHESTIONAR DE INTERCUNOAȘTERE MENTOR-COPIL**

**Eu sunt**.....

**Familia mea este formată din**.....

.....

**În timpul liber îmi place să**.....

.....

**Prietenul meu cel mai bun/prietena mea cea mai bună este**

.....

**Calitățile ei/lui sunt**

.....

**Calitățile mele sunt**.....

.....

**Cea mai mare dorință a mea este**.....

.....



## Annex 2

### Declarație părinți/ tutori

Subsemnata/ subsemnatul .....

domiciliat(ă) în ....., declar pe

proprie răspundere că accept ca fiul meu/ fiica mea /pupila mea

....., elev/elevă la Școala

....., să participe la activitățile de mentorat organizate de (*numele organizației*) în cadrul proiectului .....

Sunt de acord ca fotografiile sau materialele video ce vor fi realizate în timpul activităților să fie utilizate în scop de documentare în cadrul proiectului (*dacă e cazul*).

Localitatea:

Data:

Semnătura

### Annex 3

#### Scala de evaluare a stimei de sine (pentru potențialii mentori)

Informațiile furnizate prin acest instrument sunt tratate cu confidențialitate. Marcați cu X căsuța de pe fiecare linie care reflectă cel mai bine poziția Dvs față de enunțul din coloana 2.

Nr.	Enunț	Absolut de acord	De acord	Nu sunt de acord	Categoric nu
1.	Cred că sunt un om de valoare sau cel puțin la fel de bun(ă) ca alții.				
2.	Cred că am câteva calități remarcabile.				
3.	În general, îmi înclin să cred că sunt un (o) ratat(ă), un (o) nerealizat(ă).				
4.	Sunt capabil(ă) să fac lucruri la fel de bine ca ceilalți oameni.				
5.	Nu cred că am prea multe lucruri cu care să mă pot mândri.				
6.	Am o atitudine pozitivă față de propria persoană.				
7.	În ansamblu, sunt mulțumit (ă) de mine.				
8.	Aș vrea să pot avea mai mult respect față de propria persoană.				
9.	Din când în când am senzația că sunt inutil(ă).				
10.	Uneori cred că nu sunt bun(ă) de nimic.				

## **Annex 4**

### **Jurnalul de reflecție al mentorului**

Răspundeți într-un limbaj cât mai natural, în termeni specifici, în cel puțin câte 2-3 propoziții, la fiecare dintre următoarele întrebări:

- Ce am făcut împreună cu copilul și cu ce scop am făcut asta?
- Cum a mers activitatea? (Cum a reacționat copilul la activitățile propuse? Cum v-ați simțit?)
- Ce am învățat despre mine la această activitate?
- Ce am învățat despre copil la această activitate?
- Ce relevanță are ceea ce am învățat pentru activitățile viitoare de mentorat?

## Annex 5

### Cine/ ce sunt mentorii?

Cei mai mulți dintre noi se pot gândi la o persoană cu experiență care ne-a dat sfaturi, ne-a prezentat o provocare, ne-a învățat ceva nou sau pur și simplu și-a exprimat un interes în dezvoltarea noastră ca persoana. Această persoană ne-a ajutat, probabil, să depășim dificultăți sau să găsim o strategie pentru a ne atinge scopurile în cariera școlară sau în viața personală. Ea ne-a arătat o lume ce depășea cea definită de orizontul nostru la acel moment în viață, ne-a descoperit un talent pe care noi nu l-am conștientizat și ne-a încurajat să investim efort în fructificarea aceluia talent. Și - din când în când - ne-a dat un impuls, ne-a propulsat să progresăm.

În accepțiunea aceasta, mentorii sunt simultan persoane care ne ascultă, ne sprijină, ne sfătuiesc, antrenori, dar și „galeria” din stadion care ne scandează numele. Sunt oameni cu experiență care ne ghidează în diverse domenii, dar în același timp ne provoacă să ne asumăm propriul progres, să ne dezvoltăm independent. Un mentor bun ne va ajuta să conștientizăm obiectivele noastre personale, ne va susține căutarea și ne va sprijini eforturile în a progresa pe calea aleasă. El sau ea va împărtași cunoașterea sa, ne va oferi încurajare și ne va inspira. Mai presus de orice, mentorul trebuie să fie o persoană de încredere.

Mentorii pot oferi următoarele:

- **Informație**
- **Contacte**
- **Provocare**
- **Sprijin**
- **Sfat**
- **Modele/ Exemple**

*„Mentorii sunt oameni care, prin acțiunile și munca lor, sprijină pe alții să-și realizeze propriul potențial. Îi ajută să devină ceea ce își doresc să fie.” (Gordon F Shea, 1992)*



## Annex 6

### Principii fundamentale

În desfășurarea activităților de mentorat, ne vor ghida următoarele principii, care vor fi respectate simultan:

- **principiul respectării drepturilor și demnității oricărei persoane** – orice persoană are dreptul să-i fie apreciată valoarea înăscută de ființă umană și această valoare nu este sporită sau diminuată de cultură, naționalitate, etnie, gen, religie, abilități fizice sau intelectuale, vârstă sau orice altă caracteristică personală, condiție sau statut;
- **principiul libertății elevului de a desfășura activitate de mentorat** – mentorul are obligația de a se asigura că elevul participă la activitatea de mentorat în mod voluntar, că părinții săi au consimțit ca acesta să participe în cunoștință de cauză și fără a fi constrâns;
- **principiul responsabilității și integrității profesionale** – mentorii manifestă o maximă responsabilitate pentru starea de bine a elevului mentorat; această stare de bine presupune progres în evoluția lor prin medierea activităților propuse de mentor. Mentorii nu trebuie să rezolve problemele elevilor mentorați, nu trebuie să facă temele elevului etc. ci trebuie să faciliteze procesul prin care elevul mentorat învață să își gestioneze propriile probleme, propriul parcurs educațional.
- **principiul încrederii și integrității morale** – relațiile dintre mentor și elevi mentorat se bazează pe încredere, având la bază cinstea, probitatea și sinceritatea;
- **principiul confidențialității** – fără o garanție a confidențialității, încrederea nu poate exista; prin urmare, secretul profesional este o îndatorire fundamentală a mentorului; mentorul trebuie să respecte secretul oricărei informații confidențiale de care ia cunoștință în cadrul activității sale profesionale. Această obligație nu este limitată în timp. Rezultatele activităților, ale monitorizării – evaluării, notițele/ produsele activităților pot fi folosite în contextul proiectului doar cu respectarea anonimatului.
- **principiul calității activității de mentorat** – mentorii trebuie să depună toate diligențele necesare în vederea prestării unei activități de calitate în condiții de siguranță, respect reciproc, respectarea diversității, corectitudine profesională.