

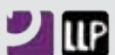
European practices  
of mentoring  
with young adults  
at risk of social  
disadvantage and  
school drop-out

T-KIT  
training kit



Education and Culture DG

Lifelong Learning Programme



GRUNDTVIG





**emya**

European practices of mentoring with young adults  
at risk of social disadvantage and school drop-out

# T-KIT

training kit

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This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

*D*edicated to those who believe in change

*Aim Association*

## Partners



*Youth association active in the field of Non Formal Education, training, mentoring, communication, active citizenship and project management*

### in cooperation with...

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Volkshochschule Aachen – Das Weiterbildungszentrum  
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### LATVIA

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Youth association



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IFA (Integráció és Fejlesztés Alapítvány)  
Belvárosi Tanoda Alapítványi Gimnázium és Szakközépiskola  
Secondary and vocational school, Budapest



### POLAND

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Centrum Kształcenia Ustawicznego  
School for adult education



### ITALY

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Fenice società cooperativa sociale onlus  
Non profit social cooperative



### ROMANIA

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Colegiul Tehnic "APULUM" Alba Iulia  
Technical High school



# AIM short presentation



AIM is a social promotion association established on the 1st of April 2008 in Rome. It works into the field of promotion and development of active participation opportunities for youngsters, young people and adults in society through mobility, education, planning and organizing local, national and international activities.

AIM arises from the different experiences of a group of young people and trainers committed since many years within the Youth in Action Program and the LLP Program, within the field of intercultural education through non formal activities (especially with schools), and for the promotion of active citizenship and social inclusion of young people with fewer opportunities (challenged or youngsters with geographical, social and economical disadvantages).

The association is structured in 4 areas: training, communication, laboratories and international activities.

#### **Our mission is to:**

- commit for an intercultural, inclusive and welcoming European culture
- train and practice civic responsibilities and active citizenship with young people
- develop awareness, competences and critical thinking in young people
- promote youth policies in any dimension
- provide assistance to young artists in any disciplines
- promote youth mobility
- promote the recognition and the development of Non Formal Education activities

In 2009-2010 we organized two Youth Exchanges (action 1.1 YIA) and we are coordinator of a Grundtvig Learning part-

nership with the project EMYA [www.emya-mentoring.eu](http://www.emya-mentoring.eu). In general we are really involved in youth mobility at international level and we work a lot at local level to enhance youth active citizenship and participation in society. Since September 2011 AIM cooperates with the Parents association of the primary school Di Donato in the frame of the Grundtvig project "The social capital school".

According to the European guidelines for Education, Training and Key competences for the lifelong learning, AIM developed in the past year several local projects with the aim to raise entrepreneurship, creativity social and civic competences among young people, adults and civil society in general.

To promote youth employment, AIM is supporting the creation of a network of associations and public bodies for the organization of a National meeting in March 2012, action 5.1 of the YIA Programme, in cooperation with the National Network of Schools "Educare all'Europa" (recognized since 2005 by the Ministry of Education), Eurodesk and ANCI Giovani, the National Association of Municipalities. The meeting is supposed to be held in Rome at SPAZIO EUROPA, [www.spazioeuropa.eu](http://www.spazioeuropa.eu), the public space of the Italian Representative of the European Commission and Parliament.

AIM is in charge of the project design, the pedagogical development and the organization of the seminar involving youth local and national associations of different parts of Italy.

AIM is member of the Forum for peace of the Province of Rome.

AIM, through its trainers, cooperates with European networks such as the Human Right Education Youth Network, the pool of trainers of the European Youth Forum and of the Italian National Youth Council.

AIM is also in charge of the secretariat, communication and web management of the National Network of Schools Educare all'Europa, recognized by the Ministry of Education. Since 6 years AIM is partners of different institutions in the field of Education and Training such as regional offices of the Ministry of Education, foundations and training centres.

# Credits

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# Introduction

“Educate means to believe in change”

*Paulo Freire*

The Training Kit (T-Kit) is one of the outcomes of the project “EMYA – European practices of mentoring with young adults at risk of social disadvantage and school drop-out”, a learning partnership financed by the Grundtvig action of the Life Long Learning European Commission Programme.

It's with great satisfaction that EMYA's partners present the first T-Kit for mentors or potential mentors, a specific manual to work with disadvantaged young adults at risk of school drop-out.

The T-Kit is a suitcase of tools to think, train and evaluate situations and processes providing ideas to deepen the topics related to the European dimension of learning and education, which are the principles of the international learning partnership.

A staff of experts in mentoring practices have met during two years (2009 – 2011) to discuss and share competences about the European practices of mentoring through formal and non-formal education approaches within the context of the LifeLong Learning approach.

A fruitful partnership in which the added value has been the variety of perspectives.

## Coordinator

*Italy* - AIM, Agenzia Intercultura e Mobilità – *youth association*

## Partners

*Germany* - Volkshochschule Aachen – Das Weiterbildungszentrum – *Adult education centre*

*Latvia* - Biedrība PASSWORD - *youth association*

*Poland* - Centrum Kształcenia Ustawicznego *School for adult education*

*Hungary* - IFA (Integráció és Fejlesztés Alapítvány) *Belvárosi Tanoda Alapítványi Gimnázium és Szakközépiskola secondary and vocational school, Budapest*

*Romania* - Colegiul Tehnic “APULUM” Alba Iulia *Technical High school*

*Italy* - Fenice società cooperativa sociale onlus *Social cooperative*

Youth organizations working for the recognition of non-formal education, LifeLong learning schools, second chance schools, cooperatives and foundations dealing with disadvantaged young adults who have left school or have legal issues, and a high school, all with the same need:

*“to clarify the role of mentor profession at European level in order to recognize his/her training education, the reference targets and the different context of action”.*

## Topics of the T-Kit:

- effective mentoring and barriers
- mentoring relationship and boundaries
- key competences
- training new mentors through non-formal education

These topics represent a first step and also a great challenge in the European framework for education and training, among the failure of the Lisbon strategy for 2010 and the relaunch of the Agenda 2020, in order to implement the “Europe for Citizens through knowledge and inclusion”.

The partnership faced many difficulties that sometimes were not easy to overcome: different rhythms and cultures, volunteers and employees, different life and working dimensions.

A dynamic melting pot of partners enthusiastic to work together in a unique and ambitious project, with the willingness to co-operate and share each stage of the project.

Many local contexts projected towards the European dimension of learning that we have explored together to reach a final product, elaborated and accurate, useful and explicit for various target groups: teachers, school's masters, psychologists, youth workers, trainers, retired teachers, parents, etc..

## Therefore, who is the mentor?

Can we identify him/her with one of those roles, such as teachers, school's masters, psychologists, youth workers, trainers, retired teachers, parents, or he/she has one or more competences of each of them together creating a transversal professional figure with different educational backgrounds from the institutional ones?

A Mentor definitely is much more than a teacher collocated inside the European lifelong learning framework thanks to the link between formal, non-formal and informal approaches.

A further study on this topic may verify if it is feasible that European countries will recognize his/her value and his/her concrete support to fight social exclusion and prevent school drop-out.

During two years, we have tried to work on this T-Kit without focusing on its perfection but mainly on the little steps of this learning process, never forgetting about the link with the external world and with the realities of our working contexts.

In developing the T-Kit we used both an evidence-based prescriptive approach and a descriptive approach. Firstly, we reviewed research data and practice guidelines to extract evidence based recommendations, in order to provide a general theoretical framework meant to guide our future work with young adults. Secondly and more specifically linked to our project aim, we included the training exercises and the outcomes from our workshops activities (in the form of agreed on, common definitions and practice recommendations). To complete our descriptive approach, we also included case studies and practice examples from our local mentoring activities with youth at risk.

This T-Kit is a collection of theoretical and practical information (tools) meant to support the delivery of effective mentoring to young people at risk of social disadvantage and school dropout. It addresses teachers (or any other agent from the educational field that might act as a mentor), trained mentors, counsellors, staff and administrators from institutions/organizations that employ mentoring activities for youth.

All the reference materials on mentoring mentioned on this publication can be found on the website [www.emya-mentoring.eu](http://www.emya-mentoring.eu)

## Effective Mentoring

### WHAT IS MENTORING?

Originating from Greek literature and meaning “enduring”, in Western thinking, the concept of “mentor” has become a synonym of anyone who is a wise teacher, guide or friend (Becker, 1994).

There are many definitions of mentoring, but most definitions put emphasis on some common aspects: mentoring must refer to a one-to-one relationship between a younger or inexperienced person (the mentee) and an older or more experienced person (the mentor); the aim of this relationship must be the development of character or competences of the mentee; the relationship in itself is the agent of change; the mentoring relationship develops over time.

The bond between mentor and mentee requires an emotional connection, and is based on the mentor’s willingness to listen, to empathise and to validate the person’s experience (Buckley & Zimmermann, 2002). The benefits of mentoring depend on this emotional connection (Rhodes, 2002).

### MENTORING YOUNG ADULTS AT RISK

Young adults at risk are children/young people who are more likely to drop out from school due to a variety of demographic, socioeconomic, and personal characteristics. We can think of school drop-out as the final step in a larger process of disengagement from school that starts long before the student actually leaves the educational system. (Lee & Burlam, 2003).

The socioeconomic risk factors are strongly associated with school drop-out rates. They differ with cultures and countries, but social science research has identified poverty, a pervasive social problem, as the factor most likely to put a person “at risk” for school failure and drop-out, even if the latest studies recognise that poverty is not anymore the main factor to take into account in dealing with early school leaving.

Students at risk of social disadvantage often have significant personal, family, and social barriers that interfere with the ability to go to school and do well (Dynarski and Gleason, 1998).

Personal risk factors are related

more to individual characteristics of the students, like cognitive style, personality, intellectual capacity, etc. The personal risk factors that correlate with a higher risk of school drop-out are:

- school failure (learning disabilities; perceived difficulties related to school assignments);
- perceived relationship with the school (perceived negative relationship with professors and peers; perceived inequity; social isolation; social rejection);
- delinquency and antisocial behaviours;
- school alienation;
- low satisfaction related to the school;
- peer-group influence.

The mentor can help students to overcome these personal barriers by assisting the student in addressing academic, personal, and emotional needs. He can also serve as a role model for positive and respectful behaviour and offer guidance in making appropriate choices.

### ADMINISTRATIVE BARRIERS FOR MENTORING

Many schools schedules leave little time for meetings between mentors and students and discussions about life events, problems and alternative solutions.

#### *Possible solutions*

Administrators should consider reallocating daily schedules to provide a specific period for mentor - student meetings to occur, or requiring meetings to occur during breaks within the school day, such as lunch or advisory periods. Allocating enough t

ime for the student and mentor to meet is the key to build the relationship; superficial meetings rarely result in trusting (and useful) relationships. Administrators can also be supportive about the schedule flexibility mentors may need in meeting with students.

Staff availability can be another administrative barrier for implementing mentoring in schools. On one hand, sufficient resources may be unavailable to hire staff as mentors. On the other hand, there can be cases of negative reactions and resistance from staff who think that students already receive adult assistance from school counsellors. School counsellors and teachers may not have adequate time to address individual student needs to the recommended level.

#### Possible solutions

Administrators must be the most enthusiastic supporters of the adult advocates. This includes explaining clearly the role of the mentor to staff members and encouraging mentors and teachers, counsellors and all the school staff to work together for the benefit of the students.

Schools can also adopt more flexible policies for the mentors in helping students. For example, changing student schedules in the middle of the year is not typically accommodated, but may be required for a struggling student.

## FORMAL, NON-FORMAL, INFORMAL LEARNING AND MENTORING: PRACTICING THE CROSSOVER

It is difficult to make a clear distinction between formal and informal learning as there is often a crossover between the two.

(McGivney, 1999)

McGivney in 1999 identified only two learning dimensions, but nowadays, according to the main guidelines of the European framework of “Education and Training 2020”, it is widely recognised that a holistic learning approach is based on three dimensions, which are formal, non-formal and informal. According to EMYA’s project pedagogical approach the real crossover is between these three dimensions.

A useful classification of different mentoring approaches with disadvantaged young adults takes into consideration the degree of formality/informality of the learning situation. It can allow practitioners to reflect critically on how the contexts in which they operate influence their mentoring styles. It can also help educators interested in this role to orientate their approach towards the creation of a learning dimension which might overlap with or even go beyond the traditional learning definitions.

Formal, informal and non-formal learning definitions and theories have a long history. There is a vast literature in this fields which cannot be exhaustively discussed in this chapter. For the purpose of the present T-Kit we only report some facts from a recent literature review (Colley et al., 2002). For a thorough knowledge of the subject the

reader may refer to more specific texts.

Many authors described formal and informal learning as competing paradigms with conflicting claims about the inherent superiority of one or the other (Scribner and Cole, 1973; Sfarid, 1998). Others classify learning as formal, informal and non-formal through the adoption of criteria of different nature: learning structure, type of educational provider, intentionality of the learner and type of certification (EC<sup>1</sup>, 2001). In another case focus was on the epistemological background of learning conception: the Cartesian dualism and the superiority of mind versus a more holistic approach to learning engaging the whole person (Becket and Hager, 2002).

From a different perspective, authors recognized that there is a continuous learning between formal and informal dimension of learning (Stern and Sommerlad, 1999). They suggested that there are degrees of formality or informality in all learning situations, and their further discussion also makes clear that several types of learning often co-exist within the same context.

Colley, Hodkinson and Malcolm (2002) gained even more findings by examining different clusters/dimensions of formality and informality (as for process,

location and setting, content, purpose) and investigating ways in which these dimensions interpenetrate most, if not all, learning situations.

This last vision implies that formal, informal and non-formal learning are not discrete entities and there is always a cross-over among them.

Mentoring is one of the most visible example of practice where formal and informal learning interpenetrate, and where boundaries between the formal and informal appear highly permeable (Colley et al., 2002).

It originates as a predominantly informal practice (mainly at workplace) but due to its expansion across a range of contexts, from professional development of business manager to socially excluded youth, formal aspects of mentoring have been gradually increased.

According to Philip’s definition of informal mentoring for young people at risk of social exclusion, the goals of mentoring may relate not only to conventionally accepted achievements such as successful school graduation, but also to young people’s goals of establishing independence and identity, and even of experimenting with sexual activity or drug use, goals which are considered as risky or deviant (Philip, 1997).

Philip identifies 2 types of effective informal mentoring with Disadvantaged Young Adults:

#### Natural mentoring

It is located within the young person’s own community; the mentor may have a certain status, but he/she is not in the position of direct authority; mentoring is unplanned as for choice of mentees, goals and aims with young people negotiating and exercising control over the interactions; the young person’s participation is voluntary, matched by the willingness of the mentor to respond; there is a high level of intimacy in the relationship; Natural Mentor cannot escape the social context in which he/she operates.

#### Professional Youth work

It is similar to natural mentoring as for localization, non-institutional framework, voluntary participation, intimate, trusting and non-authoritative relationship, negotiated agendas and goals. However, there are at least 2 relevant differences. Youth workers do not relate only to individuals but to their peer-group and community; they target young people less equipped to seek for support, with the goals to allow them define their own needs, develop knowledge of other cultures, practice social skills and

experiment new identities. Moreover, there is always an explicit overall aim behind the interactions (like to develop young people’s social awareness or active citizenship) and a certain degree of planning.

A third type of mentoring with young people at risk can be issued from many fairly recent attempts to formalise the informal practice of youth mentoring. What Colley identifies as “engagement mentoring” (Colley et al., 2002).

The importance of this role raised up in the last years within programmes targeted at young people at risk of disengaging from formal systems of education, training and employment with the aim to re-engage the target group in those systems in preparation for entry to the labour market.

“Engagement mentoring” takes place within institutional framework and formal education settings (mainly secondary schools or youth support centres). It is shaped by professionals practitioners and is often confined to institutional locations. Usually, there is some kind of compulsion for the young people/student to participate (low intentionality of learner) with sanctions (concrete or

symbolic) for non-compliance. Agenda and goals are often negotiable but only within expected outcomes (e.g. school achievements or attendance to classes). Although there is a high aspiration of relationships based on trust and intimacy, there are strict limitations on the degree of intimacy allowed, large use of boundaries, limited duration of the interactions with a high level of recording and monitoring.

This type of mentoring presents a high level of formal control as for content, setting and interactions. Nevertheless, informal and non-formal contamination within the learning process can be largely observed.

Formality of setting and control is balanced by a sphere of unplanned and intentional actions by mentee and mentor. Being the content externally determined this is actually reformulated and co-created through interaction between external specifications and participants constructions (Colley, 2002).

*These characteristics make engagement mentoring definitely less formalized than many formal education courses.*

## THE POSITIVE EFFECT OF MENTORING – FROM RISK TO RESILIENCE

Research has demonstrated the positive effects on young people’s life of high-quality supportive relationship with an adult. Supported youngsters were twice as likely as other youth to be economically self-sufficient, be productively involved in their communities and have healthy family and social relationships (Gambone et al., 2002). In addition, research on positive effects of mentoring suggests that students who have ongoing relationships with adults feel a greater sense of school membership, attachment, and involvement (Wehlage et al., 1989). More benefits of adult-student relationships include reduced risky behaviours, reduced absentee rates, improved grades, and improved communication and social skills (Sipe, 1996; McPartland & Nettles, 1991; Grossman & Garry, 1997). Further on, research shows that relationship with a mentor has a positive influence on developing resilience in

young people at risk. Mentors provide and model three protective factors that buffer risk and enable positive development, by meeting young people’s basic needs for safety, belonging, respect, power, accomplishment, learning and meaning (Bernard, 1991).

The three protective factors are:

- **Helping/caring relationships**

Mentors offer caring support to students by listening to them and validating their feelings, and by showing kindness, compassion and respect (Higgings, 1994; Meier, 1995). They refrain from judging, and do not take students’ behaviour personally, knowing that youngsters are doing the best they can, based on the way they perceive the world.

- **Positive and high expectations**

Mentors’ high expectations can structure and guide behaviour and can also challenge students beyond what they believe they can do (Delpit, 1996). They assist overwhelmed youngsters at risk, who have been labelled or oppressed

by their families, schools, and/or communities, in using their personal power to grow from victim attitude and behaviour to resilience attitudes and behaviour by helping them:

- not to take personally the adversity in their lives;
- not to see adversity as permanent;
- not to see setbacks as pervasive (adapted from Seligman, 1995).

These mentors are student-centred: they recognize students’ strong points and they stimulate students’ intrinsic motivation for learning.

- **Opportunities to participate and contribute.**

The mentors that develop resilience for their mentees let students express their opinions and imagination, make choices, solve problems, work with and help others. They treat students as responsible individuals, allowing them to participate in all aspects of the school’s functioning (Rutter, 1984; Kohn, 1993).

<sup>1</sup>EC stands for European Commission



## RESEARCH EVIDENCE ON THE EFFECTIVENESS OF MENTORING INTERVENTIONS WITH YOUNG PEOPLE AT RISK

Helping young adults to complete their education is a worthwhile objective for any society. Research data point to the negative social and life outcomes that are linked with school drop-out. Drop-outs contribute only about half as much in taxes as do high school graduates (Rouse, 2005). They draw larger government funds in the form of food stamps, housing assistance and welfare payments (Waldfogel, Garfinkel, & Kelly, 2007). They have a dramatically increased chance of landing in prison and they have worse health outcomes and lower life expectancies (Moretti, 2007; Muennig, 2007).

Research data show that interventions targeted at reducing school drop-out by employing mentoring had proved to be effective, and review panel experts agree that the level of evidence is moderate<sup>2</sup>. In at least two interventions that have been rigorously evaluated, mentors played a key role in fostering school engagement by providing students with opportunities to develop a sense of belonging at school and support for academic or behavioural progress.

Intervention study	Target group / Active components	Positive effects
<b>Larson and Rumberger 1995</b>	Mentoring high risk and disabled high school Latino students. Main aim: establish a relationship in which students felt a sense of belonging and identification with another adult and ultimately with the school.	Efficient components of the mentoring process were: accountability for student progress, accepting students "as they are", attending to the complex needs of students at risk of dropping out, and offering flexibility and individualization.
<b>Sinclair et al. 1998</b>	Mentoring middle and high schools students at risk of drop-out/drop-out prevention. Aims: provide academic support, conflict resolution skills, and recreational and community service exploration.	Students in the intervention group earned more credits towards high school completion than students in the control group and were less likely to have dropped out of school at the end of the first follow-up year.

Based on her review of the research on mentoring, Cynthia Sipe (2002) found that three components are particularly important in developing successful mentoring programmes: screening, orientation and training, and ongoing supervision and support.

## CHARACTERISTICS OF THE EFFECTIVE MENTOR

Research literature points to the fact that there are certain personal characteristics of the mentor that have been proved to influence the effectiveness of the mentoring relationship and the result of positive outcomes for the mentee. In order to have a positive effect on the mentee's progress, the effective mentor should:

### have key personal characteristics

persistence, positive beliefs about students, willingness to work cooperatively with families and school staff, communication skills (Larson and Rumberger, 1995; Sinclair et al., 1998);

### be based primarily at the school

(Larson and Rumberger, 1995);

### reflect the cultural and ethnic diversity of the students

(Larson and Rumberger, 1995)

Mentors paired with youth of the same race or ethnicity reported that they believed that they understood their mentee better than those involved in cross-race matches (Novotney, Mertinko, Lange & Baker, 2000). There is currently little research available to indicate whether same-gender or cross-gender mentor relationships are more effective (Bogat & Liang, 2005);

### benefit from training

adults training is critical for the success of a student-mentor relationship (Grossman and Garry, 1997; Sipe, 1996). Training for mentors should include information about resources available to assist student and family. Proper training of adult mentors may be particularly important during times when the student is struggling with academic or behaviour problems and may not be interested in meeting with the mentor. In addition, training and support can help alleviate burnout caused by the time and emotional demands, on even those staff who are interested in this role.

## MENTORING VS. COUNSELLING

### What does a mentor do?

A possible job description:

the role of a mentor is to assist the student in his overall psychosocial and academic progress, in a non-determined time frame, by establishing and maintaining a helping and trusting relationship with him/her.

Duties:

- offers guidance on matters inside and outside of the school;
- assists the student in addressing academic, personal, and emotional needs;
- models positive behaviour and decision-making skills;
- establishes and maintains a trusting relationship with the student;
- helps address obstacles that prevent students from progressing;
- offers guidance in making proper choices.

Mentors should be prepared to help students overcome a wide range of barriers, from transportation to school to poor relationships with teachers. They should also be prepared to assist the needs of the student, independently, or in relation with school staff and student's family. The mentor may spend time working with the student on attendance by conducting intensive attendance monitoring, possibly including contacting the student directly or contacting parents if the student is not in class. The mentor can help the student to develop career goals and post-secondary plan and can work with students on academic progress by monitoring the completion of homework assignments, or with teachers to learn about the student's academic difficulties. Mentors may even help the student's family by referring

the parent to potential jobs or school training programs, or by making appointments or providing transportation to social service agencies. Mentors can also help meet the basic survival needs of overwhelmed families through provision of supplies and referrals to social service agencies (Bernard, 1991).

### What does a counsellor (school psychologist) do?

A possible job description:

the role of a counsellor is to assist the student in dealing with specific issues/problems in a limited time frame by establishing a helping counselling relationship and employing specific techniques and methods.

Duties:

- provides guidance to students, parents and teachers over a wide range of matters, including students' personal problems, learning difficulties and special needs;
- contributes information, on the learning and behaviour of students;
- diagnoses learning difficulties by the use of psychological evaluation;
- assists teachers to design, change or improve class programmes;
- undertakes individual counselling with students regarding educational, behavioural or emotional problems;
- may run workshops for parents and teachers.

## CONCLUSIONS AND GUIDELINES FOR EFFECTIVE MENTORING

- Young people should be kept in school because dropping out of school is a risk factor in itself for many future negative life outcomes.
- Mentoring young people works in reducing drop out risk/drop-out rates acts as a buffer for the negative effects of social disadvantage.
- Young people's personal and academic needs can be met through a meaningful and sustained personal relationship with an adult/mentor.
- The positive relationship between mentor and mentee can help young people become more resilient facing negative aspects in their life.
- The main tasks in a possible job description of a mentor are:
  - addressing academic and social needs of the student;
  - communicating with the student;
  - advocating for the student.
- A mentor must put a lot of effort into doing his "job" to achieve positive results.
- Mentor and student should have time to meet regularly, preferably in the school/institution.
- Training for the mentor is essential.

### EMYA PROJECT OUTCOMES - (training session, Budapest meeting 2010)

#### BRAINSTORMING FOR THE TOP THREE CHARACTERISTICS OF THE EFFICIENT MENTOR



<sup>2</sup> In evidence practice guidelines a level of moderate evidence is considered when research data come from research designs with reduced internal validity but good ecological validity.

## The Mentoring relationship

### WHAT MAKES A MENTORING RELATIONSHIP EFFECTIVE

Building trust is critical for the development of the relationship between the student and the adult. Bearing this in mind, mentors should not have case-loads larger than 15 students, and matches should take individual student needs into account so that the adult can effectively advocate on student's behalf and adapt activities according to the student's interests and goals (Sinclair et al., 1998; McPartland and Nettles, 1991).

It takes time for meaningful relationships between adults and students to have an impact (Gunn and King, 2003; Letgers et al., 2002). Consistent meetings between the mentor and the student provide accountability and the opportunity for the mentor to suggest guidance or praise successes. Students also need time to communicate frustrations or details about personal encounters. Such conversations deserve regular meeting times in order to establish a trusting relationship. The amount of time needed for meetings depends on the importance of the student's problems: some need daily meetings, while weekly meetings may be sufficient for others.

The role of the adult mentor is to establish and maintain a trusting relationship with the student. This will likely require persistence on the part of the adult, and highlights the importance of the adult mentoring taking responsibility for the success of the student (Larson and Rumberger, 1995).

### TOOLS FOR BUILDING AN HELPING RELATIONSHIP

#### First interview

##### A good practice for building relationships in school based professional mentoring

The relationship between professional mentor and the student mentee is an active, unequal and aimed relationship.

The main aim of building relationship with the student is to increase the potential of success at school / reducing the risk of drop out.

The main aspects of this relationship are:

1. it provides help and support;
2. it elaborates and emphasizes the competences and abilities of the student

to promote self-consciousness and self-respect.

Building relationship in mentoring is a process. The professional mentor needs time to get to know the student and to win his/her trust, which is the basis of a successful mentor/mentee relationship.

The **first interview** with youngsters is at the beginning of their school attendance (i.e. at the beginning of the process of building relationships) as a

### GUIDELINES FOR MENTORS

- Trust is the most important part of the relationship with the mentee.
- Allow time and regular meetings for building a trusting relationship.
- Establish a regular time in the school day or week to meet the mentee.
- If the student is not interested in meeting, it is your responsibility to find the student interests and establish a relationship, or to determine an alternative approach that the student agrees on.
- Take individual needs of the mentee into account.
- Avoid overload of cases (for example no more than 15 mentees for a professional mentor).

good practice. It gives the professional mentor the chance:

- to convey the fact that the student will be taken seriously as an individual;
- to signalize that somebody is there to help;
- to have a first impression of the student;
- to get the basic information the professional mentor needs to begin his work.

The basic information to be gathered in

the first interview are:

- Financial situation: is the student financially secure?;
- Accommodation: does he/she have a proper accommodation?;
- Family: what is his family situation? Which responsibilities does he have in

### Example 1

The professional mentor finds out in the first interview that the student lives alone and has difficulties with local authorities concerning his social welfare benefit /that he has no money to pay the rent which is due in a week time. Having this information, the professional mentor knows that he has to intervene immediately/contact the local authorities/contact the landlord if necessary and find a way to secure the financial situa-

tion of the student.

- Criminal background: does he/she still have practical consequences about it?;
- Job: does he/she go to work to earn money? Is he/she financially dependent on this money? How is this compatible with school in terms of

tion of the student.

### Example 2

The student plays football twice a week regularly. This is useful information for the professional mentor. Playing football regularly means that the student is sporty, can work in team, is reliable, can manage his time, has endurance etc. These capabilities are absolutely important for successful attendance of school.

time?;

- Hobbies: what does he/she do in free time?;
- School experience: why did he/she fail in the previous school?;
- Level of language skills;
- Residency condition in case of foreign students.

The professional mentor can at any time refer upon these abilities and elaborate

them with the student, who is possibly not aware of his competences. The student should know that he has such capabilities and should be motivated to use them also at school.

Refers to the sample Questionnaire of First Interview Model (Appendix II)

## I. Useful techniques to build the mentoring relationship

The primary task of the mentor is to build a trusting and helping relationship based on an emotional connection. Useful techniques at this stage are:

- Basic communication skills (reflective listening, "I" communication);
- Expressing empathy;
- Dealing with resistance;
- Expressing unconditional acceptance.

## II. Developing reflective listening skills

### REFLECTIVE LISTENING

- Listen attentively to the message then communicate back the meaning.
- You reflect in the form of a statement rather than a question.  
"It sounds like you think/feel/do..."  
"You are feeling..."  
"From what you are saying it seems that you..."
- There are three levels of reflective listening:
  - 1) repeating,
  - 2) rephrasing,
  - 3) paraphrasing.

## III. "I" communication

"I Messages" is another form of good communication with the mentee. If a behaviour, attitude or words are bothering you, put your comment in the form of an "I Message" as you express your own feelings. For example:

### YES

"I wish I knew why you were crying."  
"When I don't know why you are angry, I don't know how to support you."  
"It makes me frustrated when you're not here for a scheduled visit."

### NOT

"You are really irresponsible by not being here when you said you would be."  
*Rather than make the message into a criticism, make it reflect how the person's action made you feel.*

## II. Developing reflective listening skills

### Example I

**Young person (P):** I really don't think if I occasionally skip school that it's really a problem.

**Mentor/counsellor (M):** So you've determined that occasional school skipping isn't a big deal. (Rephrasing)

**P:** That's right. My friends do that and more than I do.

**M:** You have friends that skip school more than you do. (Repeating)

**P:** Yeah, some of them are always missing classes for days or even weeks. I sometimes miss classes but never for days in a row.

**M:** You are proud of the fact that you only occasionally skip classes and never for days. (Paraphrasing and reflection of feeling)

### Example II

**P:** This has been a rough week for me at school and I was really tempted to forget all about staying away from smoking pot. I think I'm feeling kind of down.

### Level 1: Repeat

*These reflections add nothing at all to what the person has said, but simply repeat.*

**M:** It's been rough for you this week and

you're feeling down.

### Level 2: Rephrase

*These reflections stay close to what the person has said, but slightly rephrase it.*

**M:** You are feeling pretty discouraged and tempted to smoke again.

### Level 3: Paraphrase

*These reflections change or add to what the person has said in a significant way, to infer the mentee's meaning, something that the mentee has not yet stated directly.*

**M:** (Continuing the paragraph) It scared you how close you came to smoking again.

**M:** (Amplified reflection) It's been such a hard week that you have been really demoralized.

**M:** (Reflecting ambivalence) You've been doing well these past weeks but this week has been harder.

**M:** (Metaphor) It's like the bridge nearly collapsed this week.

**M:** (Reflection of feeling) This really surprised you.

**M:** (Summary reflection) You said before that you often feel like smoking pot after you have a rough time, and it sounds like this was another example.

## IV. Expressing empathy

- Empathy "is a specifiable and learnable skill for understanding another's meaning through the use of reflective listening. It requires sharp attention to each new mentee statement, and the continual generation of hypotheses as to the underlying meaning" (Miller and Rollnick, 1991).
- Being empathic means to develop and communicate an understanding of the individual's situation and feelings around the behaviour.
- Being empathic also means to accept the person's ambivalence and pain of engaging in behaviour that hinders goals.
- Mentor's attitude should be one of acceptance, but not necessarily approval or agreement with the behaviour of the mentee.
- Empathy encourages a non-judgmental, collaborative relationship.
- The key component to express empathy is reflective listening.

## V. Dealing with resistance

- Resistance is a legitimate concern for the mentor/counsellor because it is predictive of poor outcomes and lack of involvement in the mentoring process.
- One constructive view of the resistance is as a signal that the mentee sees the situation differently.
- You should respond by:
  1. backing up;
  2. reflecting the person's frustration/resistance;
  3. working with the mentee at the appropriate stage of change.

*Resistant responses can be quite normal during a typical mentoring meeting.*

### Ways to react appropriately to resistance

#### Examples

#### Simple reflection

*The simplest approach to respond to resistance is with no resistance, by repeating the person's statement in a neutral form.*

**P:** I don't plan to quit drinking anytime soon.

**M:** You don't think that abstinence would work for you right now.

#### Amplified reflection

*Reflect the mentee's statement in an exaggerated form to state it in a more extreme way but without sarcasm. This can move the mentee toward positive change.*

**P:** I don't know why my parents are so

worried about this. I don't drink any more than my friends.

**M:** So your parents are worrying needlessly.

#### Double-sided reflection

*Acknowledging what the person has said but then also stating contrary things she has said in the past. Requires the use of information that the person has offered previously.*

**P:** I know you want me to give up drinking completely, but I'm not going to do that!

**M:** You can see there are some real problems here, but you're not willing to think about quitting.

#### Shifting focus:

*You can diffuse resistance by helping the person shift focus away from obstacles and barriers. This method offers an opportunity to affirm your mentee's personal choice about change.*

**P:** I can't stop smoking pot when all my friends are doing it.

**M:** You're way ahead of me. We're still exploring your concerns about whether you can get into college. We're not ready yet to decide how marijuana fits into your goals.

#### Agreement with a twist

*A subtle strategy is to agree with the mentee, but with a slight twist or change of direction that propels the discussion forward.*

**P:** Why are you and teachers so stuck on my fighting? You'd fight, too, if people bigger than your age were bullying you all the time.

**M:** You've got a good point there, and that's important. There is a bigger picture here, and maybe I haven't been paying enough attention to that. It's not as simple as one person's fighting. I agree with you that we shouldn't be trying to place blame here. Problems like these do involve the whole school.

#### Reframing

*A good strategy to use when a person denies personal problems - offering a new and positive interpretation of negative information provided by the mentee.*

**P:** My mum is always nagging me about my dropping out of school. It really bugs me.

**M:** It sounds like she really cares about you and is concerned, although she expresses it in a way that makes you angry.

## VI. Developing self-efficacy in your mentee

Many young adults do not have a sense of self-efficacy and find it difficult to believe that they can begin or maintain change in their life.

### How to promote self-efficacy?

- Identify previous successes and strengths

of the mentee that can be applied to future goals that involve changing attitudes, behaviours or beliefs.

- Talk about how persons in similar situations have successfully changed.
- Make affirmation about the person. When it is done sincerely, affirmations support and promote self-efficacy because your affirmation acknowledges the difficulties the mentee has experienced and overcome.
- Praise positive attitudes and behaviours.

## VII. What to avoid when communicating with the mentee

*Below is a list of negative interacting styles that must be avoided in mentoring and that could be harmful when communicating with the mentee, so it might be wiser to avoid them also in mentoring.*

### Avoid expressions of over-concern

**Mentee:** "I often feel like I do not want to go on living".

**Wrong:** "How horrible for you!! Please tell me that you are not going to try and commit suicide!"

**Correct:** "Why do you feel this way? Can you tell me more about these feelings?"

### Avoid being punitive

**Mentee:** "I did it again: I went to play pool today and didn't go to classes".

**Wrong:** "I don't know if I can continue to help you if you don't start making good decisions."

**Correct:** "Tell me more about what happened".

### Avoid criticizing

**Mentee:** "I just got an expel warning from school. But things are going on as usual. I feel pretty good about it."

**Wrong:** "How can you feel good about it? You must change your behaviour so that you don't get expelled!"

**Correct:** "I am not sure I understand. Can you tell me more about what you are thinking and feeling?"

### Avoid making false promises

**Mentee:** "I have had a really miserable week."

**Wrong:** "Next week is bound to be better."

**Correct:** "What made this week so miserable?"

### Avoid threats

**Mentee:** "I had a bad fight again this week."

**Wrong:** "If you do not stop fighting, you are going to get a record."

**Correct:** "How are you feeling about that?"

**Avoid burdening others with your own difficulties. Avoid bringing your problems and concerns to a mentee.**

**Mentee:** "I don't have enough money to pay the rent next month."

**Wrong:** "I hear you. I don't have enough to pay for electricity. I don't know what I'm going to do."

**Correct:** "Sounds like you have some real financial concerns. Let's talk more about that."

**Avoid displays of impatience: this could be impatience at the mentee's continued grief or depression. It could also be impatience if you do not have the time to talk to the mentee at this time. Be direct and reschedule a time when you can talk to the mentee.**

**Mentee:** (crying) "I really feel like hell and like doing nothing because I miss my ex."

**Wrong:** "It has been 3 months since your broke up with your boyfriend. It is time you moved on."

**Correct:** "It's so painful to miss someone."

**Avoid political or religious discussions: avoid imposing your personal beliefs or values**

**Mentee:** "My friends say you don't need school to be ok in life". What do you think?"

**Wrong:** "They are wrong. That is why so many people are unemployed."

**Correct:** "I think this is one way of looking at it. Tell me more about what you think."

**Avoid arguing**

**Mentee:** "I am so stupid. I can't believe I failed the exam."

**Wrong:** "You are not stupid."

**Correct:** "How does failing the exam make you stupid?"

**Avoid ridiculing: this does not show acceptance and understanding**

**Mentee:** "I have only hang on twice with that gang. They can't do anything to me."

**Wrong:** "That is such a naive way to think. Are you stupid?"

**Correct:** "It sounds like you are a very trusting person."

**Avoid belittling. Remember that you are to encourage and empower the mentee, not embarrass or hurt them**

**Mentee:** "I stayed out really late last night hanging with friends and was too tired to get up this morning and go to school."

**Wrong:** "You are behaving like a child. It is time you grow up and behave like an adult."

**Correct:** "What are the results of the decision you made last night to stay out so late?"

**Avoid blaming another person. Encourage the mentee to take responsibility for his/her own behaviours**

**Mentee:** "It is my mother's fault. She makes me so mad and then I do things I regret."

**Wrong:** "If your mother had not made you mad, you would not have behaved irresponsibly."

**Correct:** "What are you in control of? What are other possible reactions to your mother?"

**Avoid rejecting the other person. Remember to be tolerant**

**Mentee:** "I got mad at my teacher and quit the class yesterday."

**Wrong:** "How could you be so impulsive? Now you'll be having more trouble."

**Correct:** "You must have been very upset to quit the class. Tell me more about the situation."

**Avoid dogmatic statements or blanket statements**

**Mentee:** "I am gaining too much weight."

**Wrong:** "Nonsense, fat people are happier than thin ones."

**Correct:** "Do you feel that you should be thinner?"

**Avoid trying to make deep interpretations of the mentee's problems**

**Mentee:** "I have told you what's bothering me. Why do you think that is?"

**Wrong:** "I think you have an inferiority complex and cannot form positive relationships."

**Correct:** "We should look at this together. Why do you think you may be bothered by these things?"

**Avoid probing of difficult or emotional topics when the mentee doesn't want to**

**Mentee:** "I just don't want to talk about my mother right now!"

**Wrong:** "You must do it if you want to see some positive changes."

**Correct:** "It is hard for you to talk about her."

**Avoid unnecessary reassurance**

**Mentee:** "What am I going to do now – my father is unemployed and we have no money?"

**Wrong:** "It will be OK. Everything will work out just fine."

**Correct:** "Let's talk about how you feel and see maybe we can look at some of your options."

**Avoid advising**

**Mentee:** "My boyfriend has been drinking a lot lately and last night he got mad when I told him not to drink. He hit me."

**Wrong:** "How could he do that? You need to leave him."

**Correct:** "How are you feeling today? Let's talk and see how things got so out of control."

**Avoid labelling**

**Mentee:** "My father says that he doesn't care if I go to school or not."

**Wrong:** "Parents! Sometimes they can be so indifferent!"

**Correct:** "How do you respond to him when he says that?"

## VIII. Useful counselling techniques to deal with specific problems

*After building a trusting relationship that has benefits for the growth and personal development of the mentee, the mentor might want to address some specific issues that may have negative consequences for the mentee's life or limit his/her progress.*

### Emotional problems

Young people at risk of social disadvantage and school drop-out often have associated emotional problems. It is best that mentors limit themselves in talking over less severe distressful aspects of the mentee's life and refer the young person to a school/community counsellor or to a mental health professional if the mentee shows signs of mental problems. These might include and are not limited to: high levels of emotional suffering/stress, moderate/severe substance abuse, suicide ideas or plan, anxiety or depression that limit the way the mentee functions on a day to day basis.

### Behaviour problem-risk behaviours

Truancy and dropping out of school are behaviour problems in themselves. Dealing with behavioural problems doesn't mean that the mentor can play the role of a behavioural therapist, but there are general counselling skills that a mentor can learn to apply when discussing issues with the mentee in the hopes of developing readiness for change and even modification in the risk behaviour. The Stages of Change Model is a well-supported theoretical model for explaining and predicting how people change their behaviour when they intent to do it. (Prochaska et al., 1992). It can be used by the mentor to guide the mentee in making the decision to change. At the strategy/technique level, counsellors and mentors can use "Motivational Interviewing" as a directive, mentee-centred counselling style that enhances motivation for change. "Motivational Interviewing" is a style of counselling that has proven to be efficient for many psychological problems (Burke, 2002). Mentors can use "motivational interviewing":

1. as a general style of communication with the mentee, especially with difficult individuals with whom is harder to establish a connection;

2. as a technique for helping the mentee to make the decision to change problematic behaviour.

## Tools for dealing with behavioural problems/risk behaviours

A possible algorithm mentors could use:

1. Identify the risk behaviour (undesired, "bad" behaviour);
2. Assess the stage of change;
3. Use stage appropriate counselling goals and techniques;
4. Use motivational interviewing as the preferred style of discussing the risk behaviour, mentee's readiness for change and possible action for change.

The goal of "Motivational Interviewing" is to create and amplify discrepancy between present behaviour and future personal goals.

### Strategies of Motivational Interviewing

- Avoid argument and direct confrontation.
- Express empathy through reflective listening.
- Develop discrepancy between the person's goals or values and their current behaviour (discuss pros and cons of the risk and desired behaviour).
- Adjust to the person's resistance rather than opposing it directly.
- Support self-efficacy and optimism in the mentee.

## Choosing stage appropriate counselling goals and techniques

Stage	characteristics	stage appropriate counselling techniques
<b>Pre-contemplation</b>	Not currently considering change	<b>GOAL: Move person from "NO!" to "I'll think about it".</b> Validate lack of readiness. Clarify: "decision is theirs". Encourage re-evaluation of behaviour / Encourage self-exploration, not action / Explain and personalize the risk / <b>Use Motivational Interviewing.</b>
<b>Contemplation</b>	Ambivalent about change Not considering change within the next month	<b>GOAL: Move person from "I'll think about it" to "I think I will"</b> Validate lack of readiness. Clarify: "decision is theirs". Encourage evaluation of pros and cons of behaviour change / Identify and promote new, positive outcome expectations / <b>Use Motivational Interviewing.</b>
<b>Preparation</b>	Some experience with change and are trying to change. Planning to act within 1 month.	<b>GOAL: Provide direction and support.</b> Identify and assist in problem solving: obstacles Help person identify social support. Verify that the person has skills for behaviour change / Encourage small initial steps / <b>Use Motivational Interviewing.</b>
<b>Action</b>	Practising new behaviour for 3-6 months	Focus on restructuring clues and social support. Bolster self-efficacy for dealing with obstacles. Combat feelings of loss and reiterate long-term benefits.
<b>Maintenance</b>	Continued commitment to sustain new behaviour. Post-6 months to 5 years.	Plan for follow-up support / Reinforce internal rewards / Discuss coping with relapse.
<b>Relapse</b>	Resumption of old behaviours.	Evaluate trigger for relapse / Reassess motivation and barriers / Plan stronger coping strategies.
<b>Exit</b>	Relapse is highly unlikely. New lifestyle/behaviour is stable. Pre contemplation about returning to behaviour	

## Boundaries and ethical considerations for the mentoring relationship

### Boundaries

It is important that mentees have realistic expectations of what types of support they can get from their mentor. A mentee who is having problems at home, for example, might expect a mentor to offer his house which would be beyond the role of the mentor. Thus, it is important that, from the outset, a mentor states what can and cannot be done for the mentee as without boundaries, a mentor can find themselves involved with a broad set of problems or issues that they are not equipped to support. Furthermore, it is equally important for a mentor to point out the sort of behaviour that is expected from a mentee. For example, mentees should be clear when and how they can contact their mentor.

### Why is it important to set boundaries?

- Avoid disappointment and burn out of the mentor. Mentors might feel tempted to do a thing they know is not right for them or "just this once more", and soon learn that it is harder to say "no" once you have said "yes" in the past. Thus, they put themselves at the risk of feeling used or disrespected.
- Avoid disappointment and confusion for the mentee. Unclear or wrong boundaries are harmful to both people involved in the relationship. Youth grow and mature by testing the boundaries adults set.

### Ethical considerations - Confidentiality and consent

It should be made clear to both mentors and mentees that the information being shared will be treated in confidence and will not be passed on to a third party without their consent unless it is clear that the mentee is at risk of harm, or risks harming others.



I am Carmelo Magnafico, I sign as *Salem*. The reasons for that should be investigated into an adolescence based on cartoons sealed up in my memories which I am not going to share in this biography. I was born in a green village on the hills, Lenola, at the beginning of the eighties. In my village the music of Spandau Ballet got in the nineties, when we had Magical Nights. I am an engineer, I research out in the space are at the IFSI - Institute of Physics of Interplanetary Space in Rome, and for this reason I need a lot of distraction. Understand me. I didn't study arts but I have always been very attracted by the pencil, by the curve line, by the unheard meaning of the drawing antagonist of reality. Unavoidably, the way I look to the world is imagination on a side and on the other one the real. That's the way I am, I assist day by day to the fight between my two lobes brain. May the best lobe win. I have a blog as well, I don't update it very often, here it is <http://unanzaraadicembre.blogspot.com/>

#### THE SKETCH

Being an engineer after the education I received hasn't been easy. Life in the village is not ideal as in the advertisements, where children are all kind and blondish, eating their snacks sitting in the classroom.

In my area we used to have sandwiches of bread and chicory so big that you could slap a Swiss guard with it sitting down. The conditions in which we were in class, anyway, were not better. Every day was different from the ones before, the creativity used to create new and more sophisticated psychological weapons to drive teachers crazy was exceptional. We were not bad, we were only rough, noisy and too rustics.

How can be possible to learn something in such a madness? How can a class of 25 such furies sit down for 6 hours? I will tell you: with fear, blood and black marks.

The mentor up to the hills never arrived. What to tell you then? His lack and his need. The need of an education able to understand and appreciate, able to advise and not to punish. Now I am an engineer, but my desk mate, not less intelligent than me, now he's unemployed and spends his days in a bar. We could be both saved, but I had my personal improvised mentors at home, maybe he didn't.

Enjoy the reading,  
Carmelo aka *Salem*

# IL VOLO

STORIA DI UNA DISORDINATA FORMAZIONE





HO SEMPRE CORSO  
IL RISCHIO DEL VOLO,  
IL FASCINO DELL'ESTERNO,  
DEL SOGNO,  
DEL MAL DESCRITTO.  
PER QUESTO I PROFESSORI MI  
HANNO SEMPRE CLASSIFICATO NEL  
LIMBO DEGLI INTELLIGENTI CHE  
NON SI APPLICANO.

ANCORA OGGI, MI SORPRENDO A PENSARE  
A LORO CON LA RABBIA DELL' INCOMPRESO.

MA ERANO SOLO INDIFESI, PRIVI DI STRUMENTI,  
COME RECLUTE ADDESTRATE PER POCHI GIORNI E  
SBARcate SULLE RIVE DEL MEKONG.

ERAVAMO ENTRAMBI VITTIME. MA LO CAPISCO SOLO  
ADESSO. ALLORA MI SENTIVO IL VIETKONG E IN LORO  
VEDEVO SOLO STRANIERI MEGLIO ARMATI.

FEROCI.  
OSTILI.



OH!!

RICORDO ANCORA LA SUA  
ESPRESSIONE MENTRE IL  
CANCELLINO LE SFIORAVA  
LA FACCIA.

SPLATT

L' ASPETTAVAMO,  
LA SUPPLENTE.

L' INSEGNANTE DI  
ARTE CHE LA  
PRECEDEVA ERA STATA  
RICOVERATA PER  
ESAURIMENTO NERVOSO.

ALCUNI GIURAVANO DI AVERLA VISTA SULLA STATALE  
CON GLI OCCHI VITREI E I CAPELLI BIANCHI UNTI MENTRE CERCAVA  
DI VENDERE DEI POSACENERE FATTI CON IL DAS.

POSACENERE A FORMA DI P...  


RISERVAMMO ALLA NUOVA  
IL TRATTAMENTO  
SPECIALE:

LO CHIAMAVAMO  
" VÔ HÌNH CHONG KHUNG BO' "  
CHE IN VIETNAMITA SIGNIFICA:  
" IL TERRORE INVISIBILE "

SPARIVAMO TRA I BANCHI,  
MIMETIZZANDOCI.

RESPIRAVAMO TRAMITE  
CANNE DI BAMBOO, ANCHE...

...CI SEMBRAVA PIU' FIGO!



CI MISE 87 SECONDI A CORRERE DAL PRESIDE.



FU RECORD.

...E LA RAPPRESAGLIA NON SI FECE ATTENDERE



COSA LE HANNO FATTO QUEI PICCOLI BASTARDI?

LORO... ..ECCO, LORO... NON LI VEDEVO, MA...

LI STANEREMO COME DEI VERMI. BANCO PER BANCO, SE NECESSARIO NON SI PREOCCUPI.

ADORO L'ODORE DELLE INTERROGAZIONI A SORPRESA AL MATTINO PRESTO, E LEI?

SUPPLENTE UN CA TU SEI UNA RECLUTA.

E ORA FAMMI DIECI PIEGAMENTI

IO VERAMENTE PENSAVO DI SPIEGARE OGGI, SA, SONO SUPPLENTE...



SO CHE LE COSE NON ANDAVANO COSÌ.

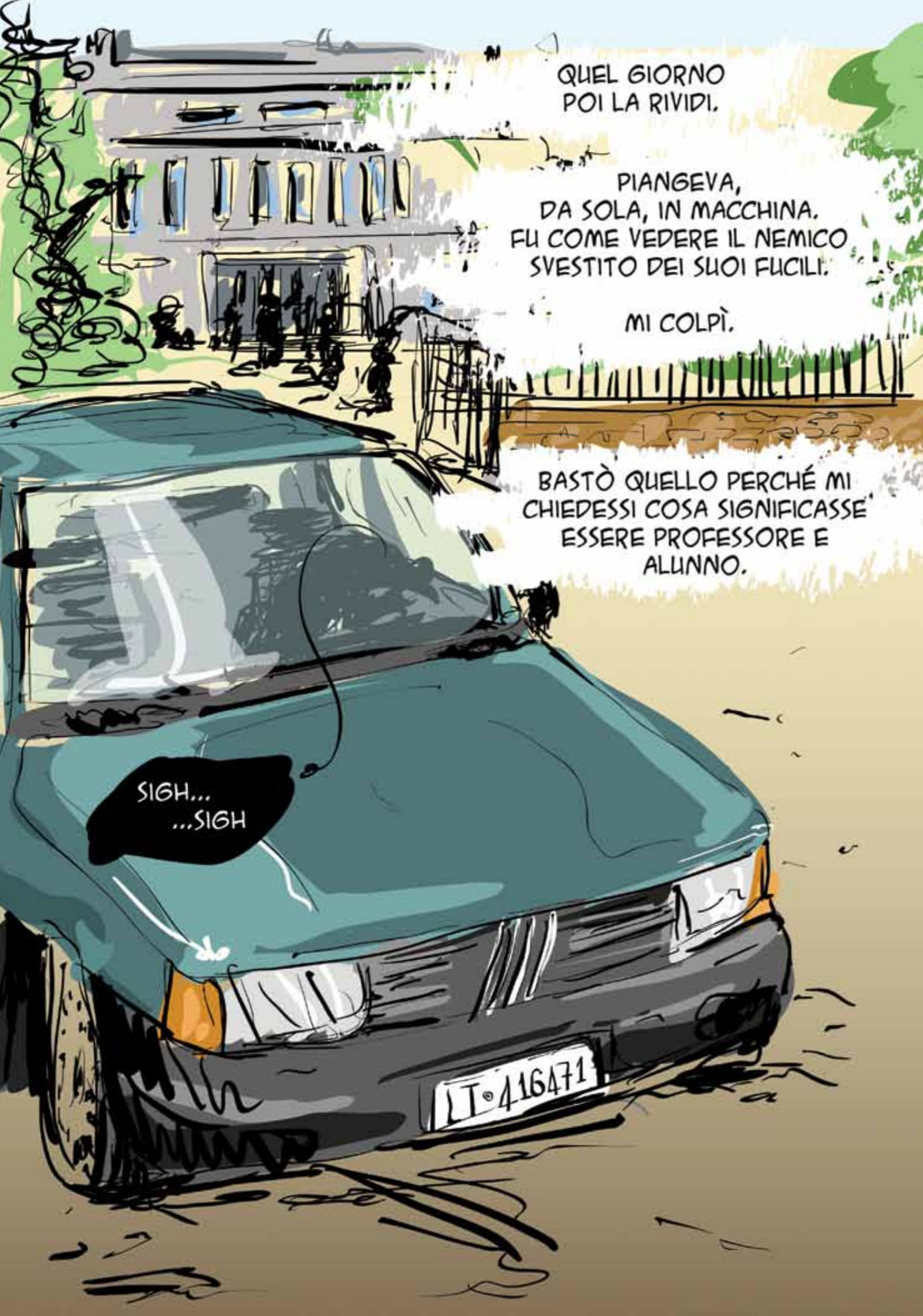
NON C'ERA NESSUNA GUERRA, NESSUN FIUME, NESSUNA LIBERTÀ DA RICONQUISTARE.

LO SO ORA E LO SAPEVO ALLORA. IN FONDO.

MA SE CI PENSO, PRIMA DEI RICORDI, QUELLI VERI, A COLORI, ARRIVA LA SENSAZIONE DELLA GUERRIGLIA E DEL FANGO.

LA SENSAZIONE DI ME DENTRO LA SCIOLA, CON LA MIA IMMAGINAZIONE, GIÀ VIVIDA E AUTOMATICA.

E' IN NOME DI LEI CHE COMBATTEVO, PER FARLA RIMANERE IN VITA E LIBERA. DOLCEMENTE ELEMENTARE, FERMAMENTE ATTACCATA AL MIO MODELLO COMODO DI SOTTOEDUCAZIONE.



QUEL GIORNO  
POI LA RIVIDI.

PIANGEVA,  
DA SOLA, IN MACCHINA.  
FU COME VEDERE IL NEMICO  
SVESTITO DEI SUOI FUCILI.

MI COLPÌ.

BASTÒ QUELLO PERCHÉ MI  
CHIEDESSI COSA SIGNIFICASSE  
ESSERE PROFESSORE E  
ALUNNO.

QUESTA STORIA NON HA UN  
HAPPY-END HOLLIWOODIANO.

NON CI FURONO EROI.  
NON CI FURONO TITOLI DI CODA  
CON MUSICA DI SOTTOFONDO.

LA SUPPLENTE SI ALLONTANÒ CON  
LA SUA MACCHINA MALCONCIA  
LUNGO LE STRADE DI COLLINA DI UN  
PAESE.

NON LA VIDI PIÙ, ME NE DIMENTICALI.

FINO A QUANDO QUALCUNO MI  
CHIESE DI DISEGNARE QUALCOSA SUL  
MENTORING.  
HO PENSATO A LEI. DI GETTO L'HO  
DISEGNATA.

NON HO MAI AVUTO UN TUTOR. UNA  
FIGURA DI RIFERIMENTO.

IL FATTO VERO È CHE NON NE HO  
SENTITO L'ESIGENZA FINO A  
QUANDO NON MI SONO  
CONFRONTATO CON IL RESTO DEL  
MONDO.

FUORI DALLA MIA FANTASIA  
POPOLATA DA VIETCONG E  
MARINES.

AL RIPARO DEGLI ANNI, ORA POSSO  
DIRE CHE IL TALENTO È UNA PIANTA  
DELICATA CHE VA INNAFFIATA OGNI  
GIORNO.

SAREBBE BASTATO CHE MI  
AVVESSERO DETTO QUESTO.  
SAREBBE BASTATO, PER PASSARE  
DALLA FIONDA ALLA MATITA.

NON CI FU NESSUNO.

ALMENO NON ALLORA.



THIS IS THE END



## The role of the mentor in developing mentee's key competences

### The principles underlying the definition of the European framework for key competences for lifelong learning<sup>3</sup>

The terms "competence" and "key competence" are preferred to "basic skills", which was considered too restrictive as it was generally taken to refer to basic literacy and numeracy and to what are known variously as survival or life skills. "Competence" is considered to refer to a combination of skills, knowledge, aptitudes and attitudes, and to include the disposition to learn in addition to know-how.

The framework is the first European-level attempt to provide a comprehensive and well-balanced list of the key competences that are needed for per-

sonal fulfilment, social inclusion and employment in a knowledge society. They are multifunctional, transferable and pre-requisites for successful life. It aims to serve as a "reference tool" for policy-makers and for those responsible for creating learning opportunities for people at all stages of lifelong learning, allowing them to adapt the framework as appropriate to learners' needs and contexts.

*A "key competence" is crucial for three aspects of life:*

- **personal fulfilment and devel-**

**opment throughout life (cultural capital):** key competences must enable people to pursue individual objectives in life, driven by personal interests, aspirations and the desire to continue learning throughout life;

- **active citizenship and inclusion (social capital):** key competences should allow everybody to participate as an active citizen in society;
- **employability (human capital):** the capacity of each and every person to obtain a decent job in the labour market.

#### The key competences are:

1. Communication in the mother tongue.
2. Communication in foreign languages.
3. Mathematical literacy and basic competences in science and technology.
4. Digital competence.
5. Learning to learn.
6. Social and civic competences.
7. Sense of initiative and entrepreneurship.
8. Cultural awareness and expression.

They provide added value for the labour market, social cohesion and active citizen-

ship by offering flexibility and adaptability, satisfaction and motivation<sup>4</sup>.

All are equally important and all are inter-linked, in that aspects of one competence can support another.

A detailed bibliography of documents regarding KC is at disposal on the European Commission website [www.europa.eu](http://www.europa.eu)

*Key competences should be acquired by:*

- young people at the end of their com-

pulsory education and training, equipping them for adult life, particularly for working life, whilst forming a basis for further learning;

- adults throughout their lives, through a process of developing and updating skills.

According to the priorities of this T-Kit on mentoring, we decided to focus on three specific competences:

- learning to learn;
- social and civic competences;
- sense of initiative and entrepreneurship.

<sup>3</sup> Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning (Official Journal L 394 of 30.12.2006).

<sup>4</sup> Ibidem

## LEARNING TO LEARN

It is related to learning, the ability to pursue and organise one's own learning, either individually or in groups, in accordance with one's own needs, and awareness of methods and opportunities<sup>5</sup>.

### Efficient vs. effective learning

a) Efficient learning – meeting proximal learning objectives (e.g.

memorize a text).

*Components of efficient learning*

1. Motivation;
2. Knowing yourself as a learner;
3. Time management;
4. Learning strategies;
5. Control of efforts;
6. Self-reward.

## GUIDELINES FOR THE MENTOR

### What can the mentor do for developing student's learning to learn competence?

- Raise mentee's motivation for learning/study.
- Help/assist the mentee to get to know himself/herself better as a learner.

- Offer the mentee time management tips.
- Assist the mentee in acquiring better learning strategies.
- Inform the mentee about the importance of studying in a distraction free environment.
- Inform the mentee about the importance of self-reward.

## TOOLS FOR MENTORS IN DEVELOPING EFFECTIVE LEARNING SKILLS

### 1. Raise mentee's motivation for learning/study:

- remember that studying is a behaviour;
- not studying can be a behavioural problem;
- the mentor can use resources from T-Kit;
- the mentor should identify the Stage of change to see how motivated is the mentee in the present to study;
- the mentor can then use Motivational interviewing to raise motivation for doing the desired behaviour.

### 2. Help/assist the mentee to get to know himself/herself better as a learner:

- remember that knowing how the mentees learn best is the first step in helping them to develop effective learning strategies, because every student approaches the task of learning differently. Every student has a unique and personal learning style or a preferred channel through which learning comes more easily;
- assist the mentee to identify style of learning, type of intelligence (or refer the mentee to the school counsellor for this task).

### 3. Offer the mentee time management tips

#### Example of tips:

- review your notes immediately after each class to reinforce learning or within a 24 hours period for best recall. Studies show that as much as 80% of material learned in class is forgotten within 24 hours if there is no review.

- Peak Study Times: study when you are at your peak, when you are more awake and alert and able to absorb new information.

### 4. Assist the mentee in acquiring better learning strategies, some examples:

- taking notes (Cornell Notes System);
- text comprehension (SQ3R Method of Reading);
- memorizing techniques (using Mnemonics).

5. Inform the mentee about the importance of studying in a distraction free environment. This can include laud music, TV on, e-mail checking, SMS texting, Messenger on, photos on the desk, or any objects that can prompt intrusive thoughts unrelated to studying.

### 6. Inform the mentee about the importance of self-reward after the studying task is complete.

Effective learning – meeting long term learning objectives (e.g. taking a good mark by reproducing verbally, in class, the text you memorized).

There cannot be effective learning without efficient learning. In other words, in order to get a good mark you must study, but often studying (even hard study) is not enough. Performance can be influenced by:

- over-motivation;
- emotional factors – anxiety test;
- other factors: physical health, distracting factors etc.

### Guidelines for the mentor

- Offer emotional support.
- Provide practical tips and advice to promote effective learning.
- Be a role model in applying the tips and advice in their own life.

## TOOLS FOR HELPING THE MENTEE TO DEAL WITH TEST OR PERFORMANCE ANXIETY

### Steps

- Help the mentee to prepare academically. Make sure the mentee is studying efficiently by reviewing together the components of efficient learning (the mentee is motivated and wants to learn, knows how he learns best, manages his/her time, has good learning strategies, learns in a distraction free environment and knows when to reward himself/herself for the hard work).
- Help the mentee to prepare him/herself mentally. Here the important role of the mentor is to assist the mentee to formulate rational/realistic goals about studying and about the results and to avoid negative self-talk. For example, often students formulate their goal in absolutistic terms: "I will fail the test (and I must pass it) and it's horrible if I fail".

Other times they don't assume responsibility for the results: "the teacher hates me because I'm a bad student, and I know I will fail that test".

Negative self-talk is another problem that can lower confidence and prevent good results in school: "I'm not smart enough".

The mentor can promote and encourage a more flexible and rational formulation of goals and evaluations of reality. The key is a realistic attitude not an unrealistic positive one.

*Examples of rational/realistic self-talk statements:*

"It would be better for me to take the test and I will do my best, but I know there are worse things than failing this test";

"I am smart enough to pass this test if I do my best";

"It is possible that the teacher doesn't like me but I won't let that stop me to answer when I know my lesson".

*This approach:*

- avoids rigid all or nothing thinking (should/must);
- promotes realistic appraisals of reality (probably, maybe, might be);
- avoids positive unrealistic statements (e.g. "You are the smartest"; "The teacher likes you"; "You won't fail the test");
- stresses personal responsibility (whether things are as you like them or not you still have to do your job as a student);
- helps the mentee prepare physically.

### Breathing exercise-relaxation to lower anxiety

When you are tense, you probably notice that your breath is shallow and more rapid. This type of breathing produces tension and contributes to greater anxiety. In order to relax, your breathing must be slow and deep, filling the lungs completely and exhaling completely. Here are some simple instructions for relaxation breathing:

1. inhale slowly through your nose and allow your stomach to expand to bring air into the lower part of your lungs;

2. continue filling up your middle and upper lungs until you can take in no more air. Raise your shoulders and expand your chest to reach your full lung capacity;

3. slowly exhale through your mouth, emptying the air from your lungs in one long, steady exhalation. Resume breathing, this time counting the length of each inhalation and exhalation, starting with a count of 5, then working up to a longer count. Be sure to inhale and exhale to the same count.

## SOCIAL COMPETENCE

### How do children/adolescents learn to relate to other people?

Children appear to learn the patterns of functioning in close relationships from early attachment bonds with parents (Allen & Land, 1999). The relationship with the parents serves as a secure base for exploring the world-mostly physical exploration. As teens mature, their tendency is to begin to look more to their peers as sources of support (Steinberg, 2002). Exploration in adolescence is about exploring new emotional terrain, often in the form of relationships with peers and romantic partners (Allen & Land, 1999).

### What is social competence?

Social competence refers to personal, interpersonal and intercultural competence and all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life. It is linked to personal and social well-being. An understanding of codes of conduct and cus-

toms in the different environments in which individuals operate is essential. Civic competence, and particularly knowledge of social and political concepts and structures (democracy, justice, equality, citizenship and civil rights), equips individuals to engage in active and democratic participation<sup>6</sup>.

### Components of social competence

- social skills
- emotional intelligence (EI)

Emotional Intelligence is a form of intelligence denoting the cluster of traits/abilities relating to the emotional side of life. Major components of emotional intelligence: knowing our own emotions, managing our own emotions, motivating ourselves, recognizing the emotions of others, and handling relationships. Emotional Intelligence may be as important as cognitive intelligence for social and occupational success (Goleman, 1995).

<sup>5</sup> Ibidem

<sup>6</sup> Ibidem

## Guidelines for mentors

How can mentors promote emotional intelligence - social competence?

### 1. Self exploration:

- evaluate the level of emotional intelligence and how they use it in society;
- learn/practice social skills;
- use emotional intelligence in social

situations.

### 2. Mentoring relationship:

- form secure attachment bonds with the mentee;
- use emotional intelligence strategies;
- model social skills for the mentee;
- train social/communication skills;

- create contexts to stimulate emotional intelligence attitudes/ behaviors (compassion, empathy, pro-social behavior, proselytism, etc).

Following the outcomes of two brainstorming activities done during Alba lulia, International meeting.

## EMYA PROJECT OUTCOMES – BRAINSTORMING - “How can the mentor promote social competences?”



## EMYA PROJECT OUTCOMES – BRAINSTORMING

“Identify some knowledge, skills, attitudes that allow the individual to achieve participation in civic life, especially through non-formal education”.

### Knowledge:

- to be informed about social and political system;
- children’s rights and duties;
- legal issues;
- gender equality;
- economic issues;
- being updated.

- interpersonal skills;
- leadership skills;
- taking initiative;
- intercultural skills;
- recognising and accepting diversity.

### Skills:

- good listener and speaker;
- active promoter;
- IT<sup>7</sup> knowledge;

### Attitudes:

- prosocial attitudes;
- recognizing and promoting democratic values;
- courage to explore (no fear of failure);
- having a point of view.

## SPIRIT OF INITIATIVE AND ENTREPRENEURSHIP

is the ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. The individual is aware of the context of his/her work and is able to seize opportunities that arise. It is the foundation for acquiring more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance<sup>8</sup>.

During Alba lulia meeting we explored the methodology of the psychologist John L. Holland<sup>9</sup>.

Holland believed that career choice is

an extension of a person’s personality. People express themselves, their interests and values through their career choices and experience. Holland assigns both people and work environments into specific types or themes. Most people can be categorized into the following six types, and each person may be characterized by one or some combination of these types:

(R)	Realistic
(I)	Investigative
(A)	Artistic
(S)	Social
(E)	Enterprising
(C)	Conventional

### What can the mentor do?

The mentor can assist the student in exploring his vocational interest and in identifying how his/her personality is, on the enterprising dimension. Holland’s theory argued “the choice of a vocational is an expression of personality” and that the six factor typology he articulated could be used to describe both persons and work environment.

## TOWARDS AND BEYOND KEY COMPETENCES

### A European challenge or a cultural and local change of training active citizens of today and tomorrow

#### Implementation and Assessment of Key Competences

Trying to define mentoring practice in every nuances, it is impossible not to take into consideration the European framework of Key Competences for the LifeLong Learning mentioned before, which is the base of the new concept of developing competences throughout the school curricula.

Developing competences is extremely linked with developing mentoring. Access to information, rapid changes in the labour market and the increasing diversity of societies require different competences from all people – they need to be active, concerned, able to adapt and learn continuously.

The Key Competences Framework prepared by experts from 31 countries and European level stakeholders, will help policy makers, education and training providers, employers and learners themselves in reforming education and training systems to respond to these challenges.

There is a substantial activity in Euro-

pean countries to move from “teaching only knowledge” to a broader competence-based approach that put more emphasis on acquiring also skills and attitudes.

In particular, much more attention has been paid for ensuring the cross-curricular competences such as social and civic, entrepreneurship, learning to learn, digital and cultural competences.

In order to support this development, the work of the Peer Learning Cluster in 2007 has looked into the following items:

- the presence of key competences in curricula;
- how teacher education and learning materials have changed (and should change) in order to promote the acquisition of key competences.

Since the Recommendation was pub-

lished, the work of the Key Competences-Curricular Reform cluster has explored a range of topics which are of direct relevance to the implementation of the key competences in member states.

Building on the Recommendation on key competences for lifelong learning, the joint work of the Commission and Member States should explore, inter alia, ways of promoting more “personalised approaches to learning that involve suitable forms of assessment and that lead to better motivation for learning”.

Against this background, experts in educational programmes agreed that it would be necessary to further explore different approaches integrating key competences into the curriculum; methods of teaching and of assessing key competences in context; and the place of the transversal competences in curriculum, learning and assessment.

<sup>7</sup> Information Technology

<sup>8</sup> Ibidem

<sup>9</sup> The Holland codes: [http://en.wikipedia.org/wiki/Holland\\_codes](http://en.wikipedia.org/wiki/Holland_codes)

## GUIDELINES FOR MENTORS

### Developing competences

- The “competence” approach does not replace educational content.
- Most or even all of the key competences can be developed in most or all areas of the traditional curriculum.
- Assessment can either help or hinder the development of competence and is therefore a major implementation issue for the dissemination of the key competences.
- Teaching methods which help learners to develop all dimensions of the key competences should be a regular feature of the teaching and learning situation, both in the context of single subjects, and in cross-curricular work.
- Formative approaches of assessment should be carried out on an on-going basis, with the explicit purpose of helping learners to develop competence.

### Creating system-level supports:

- implementing teaching and assessment methods which support competence, communication and teamwork between teachers are essential;
- providing system-level support for the relevant stakeholders (e.g. policy makers, teachers, school managers, etc.) is crucial;
- need to encourage measures built on the expertise and experience of the people involved, including learners;
- need to embed the national key competences structure in lifelong learning strategies, at all levels and in all sectors of national education and training systems.

### Developing and assessing attitudes

- Attitudes are a crucial aspect of the concept of competence and are an essential dimension of developing all of the key competences.

es. However, there are technical, ethical and cultural challenges in the development and assessment of attitudes at local and national level. It is also useful to distinguish different understandings of the term “attitude”

- Implementation and dissemination
- The Policy Guidelines currently being developed by the key competences cluster should provide a structure and guiding notes on the content and process of drawing up a Key Competences Implementation Plan.

### Challenges to be addressed:

- bringing about a student-focused approach within a very centralised curriculum;
- supporting teachers in going beyond the textbook in their teaching;
- engendering and sustaining a cross-curricular approach, especially at lower and upper secondary education;
- moving eventually from a subject-based to a multidisciplinary approach, consonant with the needs of individual learners and society as a whole;
- a more student-focused approach to teaching and learning;
- the modernisation of textbooks; enhanced use of ICT;
- a programme for the updating of teaching skills;
- an evaluation system based on a combination of Quality Assurance procedures and an evidence-based policy approach.

Crucial to the innovative use of assessment are the competences of teachers, and consequently their initial education and their career-long professional development:

- ensuring that initial Teacher Education equips young teachers with a range of essential skills in pupil assessment and with an understanding of the significant impact that teachers’ choices about pupil assessment can have on individuals

als and upon systems;

- ensuring that continuing professional development systems enable all teachers to deepen their understanding of the theory and practice of pupil assessment, and to integrate best practice in the classroom.

### Conclusions:

- At the policy level
- Reform processes need to be both theoretically well grounded – in relation to evidence based policy.
- A holistic vision of education, including school education, VET and adult education is necessary to achieve deep and lasting change in society’s attitude to education as well as in educational practice.

#### At governance level

- The process of reform requires sufficient time for careful implementation, evaluation, feedback and review, at all levels.
- A coherent pedagogical approach to key competences requires the development of many new teaching materials.
- The question of the capacity of national systems to sustain effective reform in the implementation of a competence-based curriculum needs further investigation.

#### At implementation level

- All actors need to be fully involved from the beginning of the process.
- The quality of teaching is the most crucial factor in delivering education.
- Networks of schools working together on implementing key competences would be potentially very valuable (at both national and European levels).

### What is the difference between the European Qualification Framework and this framework?

The Framework of key competences

covers the essential competences that are needed for successful life in a knowledge society in personal, social spheres and for employability. The European Qualifications Framework is a tool for facilitating qualifications (and competences) to be more transparent, transferable and easier to recognise by describing eight levels of competence. The key competences are integrated into these descriptors.

### What is the link to the work on teachers’ competences?

Many of the competences in the Framework (social, interpersonal, civic competences, entrepreneurship, learning to learn, and cultural expression) cannot be taught in ‘traditional’ ways but require new approaches in organising learning. Teachers need to work together with each other, with the local community and deal with heterogeneous groups. Obviously, teachers also need new competences and continuous learning in order to respond to these new challenges. The Commission is working with Member States on this issue with a view of proposing a Recommendation related to teacher training.

### Professional development of teachers in developing competence

Teachers, School Leaders, Managers and Teacher Educators are key actors in maintaining and improving the quality of education and training systems in Europe. Ministers of Education have on three separate occasions recently identified priorities for improving the Quality of Teacher Education systems. Taken together, these statements describe a vision of Teacher’s Training in Europe based upon high quality standards, professionalism and effective support.

Teacher quality is the most important within-school factor affecting student performance. As such, it is vital to the achievement of the Agenda 2020. The key role played by teachers and trainers in creating quality education and training systems was recognised from the very beginning of the Open Method of Coordination [http://europa.eu/scadplus/glossary/open\\_method\\_coordination\\_en.htm](http://europa.eu/scadplus/glossary/open_method_coordination_en.htm) in Education and Training.

Early work led to the drafting and validation by representatives of all Member States and stakeholders of a key document: ‘Common European Principles for Teacher Competences and Qualifications’. Council Conclusions of November 2007, 2008 and 2009 describe a vision of Teacher Education in Europe in which:

• key professional values and attitudes such as reflective practice, autonomous learning and collaboration are promoted;

• practical teaching competencies are improved;

• recruitment and selection are more effective so that Member States attract and retain the best candidates for the teaching profession and promote teaching as an attractive career;

• the quality of Initial Teacher Education is improved, with all teachers having a HE qualification that is evidence-based, and balances theory and practice;

• all beginning teachers, during their first years in the profession receive professional and personal support (‘induction’);

• all teachers are engaged in relevant and effective Continuing Professional Development, based upon regular reviews of their training needs;

• the recruitment and development of school leaders as leaders for learning is improved;

• the quality of Teacher Educators (Teacher Trainers) is promoted; and;

• each Teacher Education System is organised as a seamless continuum: and is adequately resourced and quality assured.

### Lifelong Learning for Teacher Educators

- Teachers have to prepare young people with the competences they need to enter a world that is in rapid evolution; this means that

school curricula, and approaches to the organisation of education and to teaching need to adapt very rapidly to the changing needs of society and of the economy.

- Lifelong Learning is as important for Teacher Educators as it is for teachers and others, and provision should be structured as a coherent continuum.
- An issue requiring careful consideration is whether all Teacher Educators should possess a teaching qualification. Another question is about the level of Teacher Educators’ qualifications and competences; one view is that a Teacher Educator should always have, or be working towards, a qualification higher than the qualification of those s/he is teaching.
- All types of Teacher Educator, at all levels need to have access to an adequate supply of suitable educational and professional development opportunities.

### Fostering Cross-curricular Key Competences for Creativity and Innovation

The potential impact of creativity on personal, social, economic and global well-being has been increasingly recognised in recent policy statements on culture, education and training; and in the designation of 2009 as European Year of Creativity and Innovation.

A significant feature of education in Europe is a systemic approach to supporting arts and cultural education through partnership between different government Ministries and agencies; and the promotion of collaboration between organisations and projects which connect arts practitioners and experts with teachers and pupils.

Nowadays, creativity is not among the 8 Key Competences, but developing mentoring practices merged how this competence should be included in the educational curricula, becoming the future “competence candidate” as the most transversal one for the next European recommendation on Education and Training 2020.

## Training mentors

*The aim of this module is to provide practical tools to the readers in order to train themselves and new potential mentors who deal on a daily basis with young people in the educational field.*

*As EMYA partnership is composed of different "souls" linked to education and training, such as non-formal education trainers, youth workers, psychologists, mentors but also teachers and school masters, we identified different needs and perspectives when dealing with the mentoring practices and the objectives of this manual.*

*Trainers and youth workers are not mentors themselves according to the conclusions agreed in the previous Training Modules: our interventions in schools are on the spot and on request, therefore it is unusual for us to be able to establish a lasting, trusting and helpful relationship directly with the student-mentee. But during 2010-2011, we found out that our contribution to raise awareness and develop mentoring competences in teachers can be very fruitful and cost efficient for the educational institutions.*

*This provides trainers an indirect and transversal role within the mentoring dimension: the role of multipliers of competences gained through experiential learning, contexts analysis, youth work activities and volunteering acquired through life experience and through EMYA project.*

*Competences such as interpersonal relationship, conflict resolution, active listening, cultural expression, social inclusion cannot be learnt from books: they require group work challenges and sharing, in order to raise awareness on different personal needs, enhance understanding*

*and help other people to identify negative attitudes and find their way to work for a change and for a positive and active involvement in society.*

*Thanks to non-formal education methodology, it is possible to organise specific activities or workshops focused on the main needs of the participants (who most of the times are teachers, or students working on peer mentoring) and on the common objectives they want to reach.*

*During EMYA international meetings on mentoring in the framework of the topics we experienced both as trainers and as participants, each partner has re-adapted all the activities according to the cultural needs, to the specific target groups and to the objectives it wanted to reach at national level.*

*The following pages of this module are a collection of non-formal education (NFE) activities, both some of the international meetings and some of the national seminars and workshops, that each partner has organised to reinforce or to promote and establish the mentoring practice in their national contexts.*

*We believe that those practical experiences can be a useful tool to take the inspiration when working on this specific topic as they are flexible to different target groups and to different kind of events (workshops, seminars, etc.)*

### Non-Formal Education Methodology

Non-formal education became part of the international debate on education policy in the late 1960s and early

1970s. It can be seen as related to the concepts of recurrent and lifelong learning. Tight (1996: 68) suggests that whereas the latter concepts have to do with the extension of education and learning throughout life, non-formal education is about "acknowledging the importance of education, learning and training which takes place outside recognized educational institutions". Fordham (1993) suggests that in the 1970s, four characteristics were associated with non-formal education:

- relevance to the needs of disadvantaged groups;
- concern with specific categories of person;
- a focus on clearly defined purposes;
- flexibility in organization and methods.

In many northern countries the notion of non-formal education is not common in internal policy debates - preferred alternatives being community education and community learning, informal education and social pedagogy.

What emerged was an influential tripartite categorization of learning systems. It's best known statement comes from the work of Combs with Prosser and Ahmed (1973):

**Formal education:** the hierarchically structured, chronologically graded "education system", running from primary school through university and including, in addition to general academic studies, a variety of specialized programs and institutions for full-time technical and professional training.

**Informal education:** the truly lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experience and the edu-

cative influences and resources in his or her environment - from family and neighbours, from work and play, from the market place, the library and the mass media.

**Non-formal education:** any organised educational activity outside the established formal system - whether operating separately or as an important feature of

some broader activity - that is intended to serve identifiable learning clientele and learning objectives.

Contrasts between formal and non-formal programmes

Simkins (1976) analysed non-formal education program in terms of purposes, timing, content delivery systems and

control, and contrasted these with formal educational programs. The resulting ideal-types provide a useful framework - and bring out the extent to which non-formal education initiatives - while emphasizing flexibility, localness and responsiveness remain located within a curricula form of education (in contrast with those forms driven by conversation).

	Formal	Non-formal
purposes	Long-term & general Credential-based	Long-term & general Credential-based
timing	long cycle / preparatory / full-time standardized / input centred academic	short cycle / recurrent / part-time individualized / output centred practical
content	academic  entry requirements determine clientele	practical  clientele determine entry requirements
delivery system	institution-based, isolated from environment.  rigidly structured, teacher-centred and resource intensive	environment-based, community related.  flexible, learner-centred and resource saving
control	external / hierarchical	self-governing / democratic

(Adapted by Fordham 1993 from Simkins 1977: 12-15)

## Top down and bottom up

One of the enduring themes in the literature of non-formal education, according to Fordham (1993), has been that the education provided should be in the interests of the learners and that the organization and curriculum planning should preferably be undertaken by the learners themselves: that it should be bottom up. It is also often argued that this should empower learners to understand and if necessary change the social structure around them. Fordham (1993) continues: Examples where there is a genuine sense of ownership are not easy to find; and almost all have an element of community outreach as part of the general organization.

Informal	Formal
Conversation based	Negotiated curriculum Set curriculum

On the other hand examples of top-down non-formal programs are all too common. Almost all employer-led and State provided trainings fall into this category. This can be seen as paralleling the distinctions that Jeffs and Smith (1990, 1999) make between formal and informal education via curriculum. In this way, formal education would broadly approximate to top-down curriculum formation; non-formal to bottom-up or negotiated curriculum formation; and informal education would arguably be a non-curriculum or conversational form.

## European dimension of NFE

In the nineties for the first time in European educational history, non-formal education steps out of the shadow of marginal relevance for the future of the young generation and into the bright light of the centrality of learning as the most important activity of human beings at present.

The application of non-formal education to a much broader public than adults alone, who in the past used non-formal education mainly to compensate for missed educational chances, must not be misunderstood as only one of so many well-intentioned measures in the field of youth welfare and youth policy, but must be understood as part of a development which changes the concept of learning as a human activity, and education as the societal organisation of it. These changes are irreversible and must therefore be analysed with scrutiny to prepare a sound educational policy for the future.

According to our working experience, in some European realities the bridge between formal and non-formal education has been established as a lasting process made up of many small interventions focused on specific needs and objectives for particular target groups. The formal pedagogical system today hardly responds to new generations learning approaches.

In the Final Declaration of the 5th Conference of European Ministers responsible for Youth (Bucharest, April 1998), European countries were encouraged "to promote equality of opportunities by recognising the training and skills acquired through non-formal education and by finding various ways of endorsing the experience and qualifications acquired in this way".

Following this declaration, the European Steering Committee for Youth (CDEJ) set up a working group on non-formal education "in order to form a clear picture of what non-formal education should be at European level, as a learning process outside the prescribed classroom curricula or training programmes leading to some form of validated certification".

In October 1999, the Joint Council (CDEJ and Advisory Council) of the Council of Europe youth sector organ-

ised a symposium to discuss the issues involved. Non-formal education, along with participation, education for human rights and stability in south-east Europe were chosen as the four work priorities in the youth sector for 2000-02.

## NFE and youth organizations

From the Policy Paper on Non-Formal Education: A framework for indicating and assuring quality - Adopted by the Council of Members/ Extraordinary General Assembly 23 May 2008 (Castelldefels, Catalonia Spain)

**Non-Formal Education** is defined as: an organised educational process which takes place alongside mainstream systems of education and training, and does not typically lead to certification. Individuals participate on a voluntary basis and as a result, the individual takes an active role in the learning process. Unlike informal learning, where learning happens less consciously, with nonformal education, the individual is usually aware of the fact that he/she is learning.

**Youth work** is defined by the European Youth Forum (YFJ) as: actions, activities, processes and projects, undertaken by or for youth with the scope to improve the status of young people, increase the level of their representation and active participation or build their capacity to undertake such actions. Youth work aims to improve the status of a sensitive societal element and subsequently takes part in the construction of civil society; therefore it should be considered a public good without lucrative connotations and treated as such by the corresponding authorities.

Non-Formal Education has evolved into a specific and successful type of education with the following characteristics:

- voluntary: learners participate in NFE activities through their own compulsion;
- intentional: activities are designed to reach set aims;
- participative: young people participate actively in the design and implementation of the learning programmes;
- conscious: the learners are aware

that they are learning; process oriented: what happens during the learning process is of great importance as it allows the learner to choose what s/he wants to learn and achieve.

All Non-Formal Education activities should have these characteristics, which are often referred to as the "Qualities of NFE".

*"The quality of NFE (in youth NGOs) is the degree to which selected needs of society and of learners are reached and addressed."*

The definition further implies that the aims set by youth organisations for their NFE activities address two different kinds of needs: the needs of society and those of the individual learners.

## Addressing needs by setting aims

Non-Formal Education (in youth organisations) aims to address two different needs: the needs of the individual to receive a unique learning opportunity, and the needs of society for its citizens to be educated. Some needs will obviously overlap, as they can be felt both by the individual and by society.

## Addressing the needs of society

Non-Formal Education in youth organisations aims to address the needs of society through facilitating peer-led-educational opportunities for young people. Democratic societies need citizens that take responsibility for their actions and are aware of the influence their actions have upon society and upon the environment.

For society, the core aspect of NFE is the fostering of active citizenship and the transmission of values: e.g. those of human rights and freedom; democracy; respect; diversity; peace and prosperity; sustainable development; social justice; solidarity; and gender equality.

## Addressing the learning needs of young people

Young people have learning needs that are either insufficiently addressed or not addressed at all by other educational actors, formal education and the communities in which they grow up; furthermore, these are needs which the young cannot themselves address through informal learning.

In NFE the learning aims are set both by the learner and by the NFE provider.

### Quality assurance within an organisation

A quality assurance process within an organisation for an NFE programme could thus follow the cycle below:

- Self-review and consultation.

The organisation organises an internal discussion and a consultation with stakeholders to gather information about the learning needs and to learn from previous NFE schemes.

- Setting objectives and themes.

Based on the information received in the first phase, the organisation sets out the objectives and the themes on which it wants to work during the proposed NFE programme. Setting out these objectives has to be accompanied by determination of quality indicators and how these will be assessed.

- Designing the NFE scheme.
- Implementation of the programme using quality control and continuous evaluation and adjustment of the programme.

- Reporting and peer feedback. As a result of the peer feedback process, a final joint report will be written.
- Adjustments of scheme and possibly the procedures.

An important part of the Quality Assurance process is to document systematically the crucial points of the process itself. This documentation will facilitate reporting and review procedures, but also enable the organisation to create support resources for following cycles.

The set of indicators proposed reflects then, four aspects of a non-formal education programme, namely: the resources; the educators; the content; and the learning process.

#### Resources/coordination

- The necessary resources are available.
- Resources are used in a sustainable way.

#### Educators

- Educators are prepared.
- Educators are able to adapt to changing situations.

#### Content

- The needs of the target group are translated into NFE.
- The mission and values of the organisation or group are translated into NFE.

#### Learning process

- The methodology selected is suitable for the learning process.
- Learners influence their learning process.
- The learning process and its results are reflected upon.
- The NFE programme is designed within a long-term perspective.

#### Roadmap to a Quality Assurance Framework for NFE

All relevant stakeholders (EU institutions, Member States, civil society and the social partners, along with other international institutions such as the Council of Europe, UNESCO and the World Bank) should start a structured discussion based on an equal partnership between NFE providers and institutions, culminating in a Quality Assurance Charter for Non-Formal Education.

## INTERNATIONAL MEETINGS ACTIVITIES

EMYA's international meetings have been organised and implemented by each partner according to its own methodological approach and working experience. In the following pages we have collected all the sessions outlines prepared by the trainers and the facilitators who experimented for the first time new pathways and innovative activities crossing formal, non-formal and informal education.

Each meeting focused on a different topic as follows:

19-21 October 2009 Italy	"The European context of mentoring: the target groups and contexts of intervention."
25-27 March 2010 Hungary	"Different approaches and methodologies: education through formal, informal and non-formal activities."
3-5 June 2010 Latvia	"Techniques of support, counselling and guidance with disadvantage young adults: the importance of the relationships."
3-5 November 2010 Romania	"Key competences: How the role of mentor promotes the development of key competences."
26-30 March 2011 Germany	"Sharing experiences: redefining and finalizing the training modules. Forward the training toolkit."
1-3 June 2011 Poland	"Closing meeting: presentation of results, outcomes and products."

### Emya's training tools

Table of contents:

#### International meetings activities:

- 1° Meeting - Rome - "The European context of mentoring: the target groups and contexts of intervention".
- 2° Meeting - Budapest - "Different approaches and methodologies: education through formal, informal and non-formal activities".
- 3° Meeting - Riga - "Techniques of support, counselling and guidance with disadvantage young adults: the importance of the relationships".
- 4° Meeting - Alba Iulia - "Key competences: How the role of mentor promotes the development of key competences".

#### National activities:

- EMYA – mentoring practices in house and in high schools: Main steps of the educational approach: an Italian perspective, Associazione AIM.
- How to Use the EGUIDYA Competence Card (Co-Card) Aachen.
- Team building sessions for 10 groups of youngsters and feedback reports, NGO PASSWORD.

## 1° Meeting - Rome

### "The European context of mentoring: the target groups and contexts of intervention".

#### Trainers:

Federica Cicala, Emilia Astore, Erika Gerardini

#### Location:

Spazio Europa – Italian Representative of EU Parliament and Commission

The objectives of the meeting:

- team building
- project flow planning
- division of tasks
- national and international activities

<b>Title</b>	<b>"WHERE DO YOU STAND?" - Moving debate</b>
<b>Duration</b>	30 MIN
<b>Room requirements</b>	Empty plenary room with row of tape that divides the room in two parts <ul style="list-style-type: none"> <li>• Open a debate on personal perceptions regarding the role of education and the role of educators;</li> <li>• arise personal and group reflection on the issue;</li> <li>• to gain an understanding of the difference between civil and political rights and social and economic rights among European countries;</li> <li>• to think about some of the complex issues associated with protecting rights; to use and develop discussion and argumentation skills.</li> </ul>
<b>Objectives</b>	<p>Prepare 2 posters – one saying, "I agree" and the other saying, "I disagree" – and stick them at opposite ends of the room, so that people can form a straight line between them.</p> <ol style="list-style-type: none"> <li>1. Start with a very brief introduction to the differences between civil and political rights, and social and economic rights related with educational system.</li> <li>2. Spend 5 minutes brainstorming the different rights that would fall under each category.</li> <li>3. Explain that you are now going to read out a series of statements with which people may agree to a greater or lesser extent.</li> <li>4. Point out the two extreme positions – the posters stating "I Agree" and "I Disagree".</li> <li>5. Explain that people may occupy any point along the (imaginary) line, but that they should try to position themselves, as far as possible, next to people whose views almost coincide with their own. Brief discussion is permitted while people are finding their places!</li> <li>6. Read out the statements in turn. Vary the rhythm: some statements should be read out in quick succession, while for others you may want to take a little time between statements to allow for discussion.</li> <li>7. Stimulate reflection and discussion. Ask those at the end-points to explain why they have occupied these extreme positions. Ask someone near the centre whether their position indicates the lack of a strong opinion or lack of knowledge.</li> <li>8. Allow people to move position as they listen to each other comments.</li> <li>9. When you have gone through the statements, bring the group back together for the debriefing. <i>Begin with reviewing the activity itself and then go on to discuss what people learnt.</i> <ul style="list-style-type: none"> <li>- Were there any questions that people found impossible to answer – either because it was difficult to make up their own mind, or because the question was badly phrased?</li> <li>- Why did people change position during the discussions?</li> <li>- Were people surprised by the extent of disagreement on the issues?</li> <li>- Does it matter if we disagree about human rights?</li> <li>- Do you think there are "right" and "wrong" answers to the different statements, or is it just a matter of personal opinion?</li> <li>- Might it ever be possible for everyone to reach agreement about human rights?</li> </ul> </li> </ol> <p><i>Statements:</i> the main aim of the educational system is to guarantee the didactics as an exclusive mission. the teacher has the responsibility to recognize disadvantaged students. teachers have all the competences required to avoid school drop-out. students are able to recognize their own personal and educational needs. The statements are selected according to the group and the order of the can change according with the discussion flow.</p>
<b>Activity's description (step by step)</b>	
<b>Materials</b>	Statements written on A4 papers and paper tape
<b>Training aids &amp; equipment</b>	COMPASS - Human Rights Education training book Council of Europe

<b>Title</b>	<b>CHATTING CAFÉ</b>
<b>Duration</b>	20 MIN
<b>Objectives</b>	Get to know each other in small group discussions.
<b>Activity's description (step by step)</b>	<p>The group is split in 4 smaller groups composed by representatives of each organization, on each table there is a question in order to let them get to know each other and their jobs. Every 5 min. new groups are formed and change table.</p> <p>The questions for debriefing are:</p> <ol style="list-style-type: none"> <li>1. Why do you work in educational environment?</li> <li>2. What is your role in your sending organizations?</li> <li>3. Is it your first time in an international project?</li> <li>4. What do you like to do in your free time?</li> </ol>
<b>Materials</b>	A question, water, glasses and coffee on each table

<b>Title</b>	<b>EU CONTEXT</b>
<b>Duration</b>	60 MIN
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Define and clarify the different national realities.</li> <li>- Debate and share practices.</li> </ul>
<b>Activity's description (step by step)</b>	<p>The group is split in national groups, each group has 30 min to analyse and define, according to their own experience, the 5 main aspects of the educational system in their countries. Afterwards there is a plenary presentation of each national group and discussion. (30 min)</p>
<b>Materials</b>	Flip-chart, markers, tables

<b>Title</b>	<b>MUSIC AND QUESTIONS</b>
<b>Duration</b>	90 MIN
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Analyse and share ideas and point of view about a topic;</li> <li>• create a common understanding on it;</li> <li>• share the different context and use of NFE.</li> </ul>
<b>Activity's description (step by step)</b>	<p>Prepare the questions and write each of them on a different flip-chart.</p> <p>Split the group in smaller groups and ask them to stand in front of a flip-chart.</p> <p>When the music starts the group can start brainstorming on the topic writing on the flip-chart. Each 3 minutes music stops and groups move to the next question.</p> <p>7 questions: 25 minutes</p> <p>At the last question the group pick the flip-chart they are in front of and sum it up. 15 minutes</p> <p>Groups presentations: 25 minutes.</p> <p>Debriefing:</p> <ul style="list-style-type: none"> <li>• How was sharing the experiences?</li> <li>• How did you decide on the main points to sum-up?</li> <li>• Did you find different opinions?</li> <li>• According to your opinion which were the objectives of this activity?</li> </ul>
<b>Materials</b>	Flip-chart, markers, tables

## II° Meeting - Budapest

### “Different approaches and methodologies: education through formal, informal and non-formal activities”

#### Trainers:

Edit Gy rik, Gábor Molnár

#### Location:

Belvárosi Tanoda Alapítványi Gimnázium és Szakközépiskola, Budapest

#### Topics covered:

1. Building mentoring relationship
2. Characteristics of a mentor
3. Mentor communication
4. The helping relationship
5. Mentoring and institution
6. Borders

Time	Topic and exercises	Instruction	Tools
<b>Session 1: Building relationship / 80 min</b>			
10 MIN	<b>introduction</b>	Tell us the name you want to be called during these sessions and how you are feeling now.	
10 MIN	<b>Europe Game</b>	<ul style="list-style-type: none"> <li>- Imagine that this room is Europe – I'm standing in Budapest. (north is over there, .... This is e.g. Great Britain...) and stand on the part of this imaginary map where you are from.</li> <li>- look around to see who are closer and farther to you.</li> <li>- move to the place where you had the nicest holiday abroad.</li> <li>- move to the country where you would willingly live.</li> </ul>	
10 MIN	<b>Non-verbal task to get to know each other</b>	<p>Start walking in the room. Do not talk during this exercise. Focus on yourself. Avoid touching each other. When you pass somebody, touch that person for a second. Keep walking. When someone touches you, make a noise. When you pass someone, look at that person's eyes for a moment. Just let your eyes meet, then keep walking. Walk a little faster and when your eyes meet someone else's eyes, stop for a moment and look at each other's eyes. Walk a little slower again and without talking, make pairs and stop.</p> <p>Now, pairs sit down somewhere and one person should talk about themselves <b>for 2 minutes</b> (introduction) and the other can only listen, cannot talk or ask, just listen. Then when the time is up, I'll let you know when, you change roles.</p> <p>Now, form two circles, one inner circle and an outer circle. One person of each pair should stand in the inner circle and the other in the outer. Everyone should look towards the middle of the circle, and the pairs stand behind each other.</p> <p>The task is that the outer person talks about his or her pair, who is the inner person, in first person singular e.g. I'm ... . When everyone finished, change places and talk about the other as if it was you. <b>For 1 minute!</b></p>	
20 MIN	<b>Adolescent circle</b> <i>After the task, discuss:</i> Is there anyone who would like to make a comment or share something with us?	Form one big circle. Imagine that you are back in your adolescent age, around 12-16. Think about where you lived, where you went to school, what your room was like, who your friends were... now I'm going to tell you some situations and if it has ever happened to you, step in the middle of the circle.	Step in the circle if: ... Use Sheet 1.
<b>Session 2: Characteristics of a mentor / 60min</b>			
10 MIN	<b>Forming 4 groups with D-letter words</b>	You are going to get cards with words. Without any further instruction, find your group mates. The groups then go to the tables. <i>(use your own language words starting with D falling into 4 categories, e.g.: flowers, animals, cities, countries, etc. Any letters can be used, of course.)</i>	D- letter words



Time	Topic and exercises	Instruction	Tools
50 MIN	<b>Features of a mentor</b>	<p><b>Step 1.</b> Each group think and write down the important characteristic features of a mentor. Put down everything that comes to your minds. It's a brainstorming. – 5 + 10 min.</p> <p><b>Step 2.</b> One group reads out their list and when the others can hear a word that is on their list too, sign with their hands. - 10 min</p> <p><b>Step 3.</b> Now, here are a lot of features. <u>Individually</u>, please choose the top <u>5</u> most important features and write them on a paper. You have 3 minutes for this.</p> <p><b>Step 4.</b> in <u>groups</u> you have 10 minutes to agree on the <u>5</u> most important features of a mentor. Please write them down.</p> <p><b>Step 5.</b> each group please <u>choose one person</u> who will represent the opinion of the group and the representatives please sit here in the middle – and you have 10 minutes to agree on one list of top <u>4</u> features.</p>	Flipchart paper and marker
<b>Session 3: Mentor communication / 80min</b>			
20 MIN	<b>Form 5 groups</b> (e.g. use numbers 1-5 and all with #1 form a group, etc.) <b>Horrible sentences</b>	<p>You are going to get a piece of paper with 5 <u>typical bad teachers' sentences</u>.</p> <p>Your task will be to re-phrase / re-compose the sentences. Keep the original message but change the negative style as if it was said by a mentor. Write these new sentences down.</p> <p>When ready, the groups read them out sentence by sentence.</p>	<p>Use sentences teachers say according to your national reality. These sentences usually negatively evaluate students' performance.</p>
50 MIN	<b>Role play: mentor - mentee - observer</b>	<p>Play in pairs according to the instructions</p> <p>(You can prepare your own stories according to your national reality. Mentee is usually a problem child with behavioural problems, who is used to non-supportive attitude.)</p>	<p>- 4 stories - role instructions - observation questions (you can use your own observation questions you find important)</p>
20 MIN	<b>Form statues</b>	<p>There are the 4 most important features of the mentor that you collected before. Your task is to build a statue that symbolizes the feature you have on your paper. You can use anyone and anything or any objects in this room without saying anything. It's very important that you don't talk.</p>	
<b>Session 4: Mentoring and institution / 80min</b>			
20 MIN	<b>Drawing individually : draw - show why</b>	<p>Take a piece of paper and a pen and draw a picture – it can be anything that comes to your mind when you think of the school or institute you work for. When you are ready show your picture and talk about it.</p>	Paper, coloured pencils
40 MIN	<b>Draw by countries group</b>	<p>Form groups with the people of the same country. You have 10 minutes to draw a common picture with your country mates about the institute where you would like to work together. Show your pictures and talk about it.</p>	Big piece of paper, pencils

Time	Topic and exercises	Instruction	Tools
20 MIN	<b>The ideal institute</b>	<p>Sit in a circle and let's do a brainstorming about an ideal institute where mentoring system operates. What is it like?</p> <p>(Working conditions - building, facilities, Management style, Rate of mentor and mentee, Number of people, Rate of males and females, Financial conditions, Personal freedom.)</p>	Flipchart paper and marker
<b>Session 5: Helping relationship / 80min</b>			
40 MIN	<b>Your pictures about the helping relationship</b>	<p>Take a look at these pictures. choose ONE PICTURE that you feel expresses best a helping relationship. When you selected your picture sit back on your seat, wait for the others and talk about your choice.</p>	Training Pictures (use pictures of nature, photos of places, etc.)
30 MIN	<b>Sugar cube</b> pair work (5/5 min.) <b>Choose a pair with whom you have not worked yet</b>	<p>One of you will be the builder and the other the helper. We bind the eyes of the builder with a scarf. The task of the builder is to build a tower with the sugar cubes without speaking. The helper does her/his best to help the builder but does not touch the sugar or the builder hand. Change roles.</p>	3 packets of sugar cube, scarfs
<b>Session 6: Borders / 80min</b>			
50 MIN	<b>Role play – in 4 pairs</b>	<p>8 people do role play.</p> <p>(You can prepare your own stories according to your national reality. Mentee is usually a problematic youngster with behavioural problems, who is used to non-supportive attitude.)</p> <p>Others do observation.</p> <p>(you can use your own observation questions you find important)</p>	<p>4 conversation situation description</p> <p>Observation papers with the questions</p>
30 MIN	<b>Who stands where?</b>	<p>There is a line running across the middle of this room. One end is the "I agree" and the other end is the "I disagree". The middle is the point where you can NOT stand. You'll hear statements. Please after each statement stand on the line in the position depending on how much you agree or disagree with it.</p>	Use Sheet 2

### Sheet 1.

#### Step in the circle if ...

- ... you have ever used informal language with an elderly person.
- ... your clothing or appearance has ever been criticised by an adult.
- ... you have ever been called "stupid" or felt less intelligent because of an adult.
- ... you have ever been ignored by an adult or an adult has watched you with suspicion in a shop.
- ... you have ever been told you were too young to understand.
- ... an adult has ever intruded your privacy.
- ... an adult has lied to you.
- ... you have ever been cheated with money by an adult.
- ... you have ever been paid less than an adult for the same work.
- ... you have ever been stopped by the police in the street.
- ... you have ever been arrested or involved in a case with the juvenile jurisdiction.
- ... you have ever seen an adult drunk or drugged.
- ... an adult has ever refused to show affection when you need some.
- ... you have ever been left alone for a longer time when you didn't want it.
- ... an adult has ever shouted at you.
- ... you have ever been physically threatened by an adult.
- ... you have ever been sexually touched by an adult when you didn't want it.
- ... you have ever been hit or beaten by an adult.

## Sheet 2.

- A mentor never gives advice.
- A mentor never suggests something to a mentee that him/herself would not be able to do.
- Anybody can do mentoring.
- Mentoring cannot be learnt, you need to be born with the skills.
- If a student does not ask for help, a mentor cannot initiate anything.
- A receptive mentor does everything that a mentee asks.
- The helping relationship is a hierarchical connection where the mentor knows the solution of problems.
- Each individual can only help him/herself.
- Nobody can be helped if someone does not want to be helped.
- A professional mentor can help anybody.
- It is a professional mistake to have a beer with a mentee.
- The deep emotional engagement is important in a helping relationship.
- The helper's task is to always give a positive feedback to the mentee.
- A mentor is not interested in the problem but in the person.
- The mentor never wants to change the mentee.
- The mentor is responsible for all acts of the mentee.
- During the process of mentoring both parties develop themselves.
- A professional mentor sees the problems of the mentee much clearer than the mentee.
- A mentor does not shape the mentee but leaves him/her to go through the process of self-shaping.
- The mentor has to keep the mentee's secrets even if the information received is considered to be dangerous.

## III° Meeting - Riga

### “Techniques of support, counselling and guidance with disadvantaged young adults: the importance of the relationships”

**Trainers:** Inga Munda, Maruta Rampane, Iulia Lazar

**Location:** Riga, EU HOUSE

Time	Training Activities	Instruction	Tools
60 MIN	Practical activity: “Defining key terms: counselling, techniques and relationship as well as techniques of support in relationship and in counseling”	Participants were divided in groups and each group was given one term to define by giving time to brainstorming and then developing conclusions leading to the particular definition	Flipcharts, markers, tape

## Emya project outcomes

The results of discussion “Understanding the results of the particular learning partnership” were that T-Kit focuses on 4 subjects, three of which are:

- building relationship;
- borders;
- communication;
- key competences.

Also the practical task division was set

## IV° Meeting - Alba Iulia

### “Key competences: how the role of mentor promotes the development of key competences”

**Trainers:** Lazar Iulia, Retegan Manuela Ramona, Comaniciu Cristina Viorica, Nicula Diana Carmen

**Location:** “Apulum Technical College”, Romania

TRAINING PROGRAMME			
Time	Topic and exercises	Instruction	Tools
<b>DAY 1- 105 MIN “LEARNING TO LEARN” COMPETENCE - Rationale for the completion of the general hand-out</b>			
35 MIN	<p><b>Practical activity:</b> 30 min</p> <p>Self assess style of learning. 15 min</p> <p>Self-assess predominant type of intelligence. 15 min</p> <p>Discuss usefulness of activity for mentoring. 5 min</p>	<p>The participants complete the self-report questionnaires than use the scoring table to calculate results. Preferred styles of learning and predominant type of intelligence correspond to top scores. The participants read the description annex in order to learn description of each category and relation to learning. This individual activity is followed by a group discussion on</p> <ul style="list-style-type: none"> <li>• Implications for self-exploration: What surprises you about other people's preferences? / What surprises you about your own preferences?</li> <li>• The usefulness of activity for mentoring.</li> </ul>	<p>Multiple Intelligence Test</p> <p>VARK Style of Learning Questionnaire Annex</p>
10 MIN	<p><b>Video</b> Howard Gardner on Multiple Intelligences</p>	<p>The participants watch the video and reflect on the message about the importance of individual characteristics in teaching and learning.</p>	<p>Laptop, projector. Video (EMYA's website)</p>
20 MIN	<p><b>Presentation:</b> “Efficient /effective learning.”</p>	<p>The participants work in groups to analyse four case studies about learning problems and barriers. They form groups of 4-5 participants. Every group discusses one learning difficulty case, identifies positive and negative aspects and suggests ways of helping the mentee from the perspective of the mentor. A group leader writes down the suggestions, presents the results to the other groups and asks for feedback.</p>	<p>PPT - Laptop</p> <p>Refer to Sheet 1. below</p>
25 MIN	<p><b>Practical activity.</b> Practicing helping the mentee learn how to learn by analysing case studies. <u>10 min</u> - Group work. <u>15 min</u> - Presentation of results and group discussion.</p>	<p>Form one big circle. Imagine that you are back in your adolescent age, around 12-16. Think about where you lived, where you went to school, what your room was like, who your friends were... now I'm going to tell you some situations and if it has ever happened to you, step in the middle of the circle.</p>	<p>Step in the circle if: ... Use Sheet 1.</p>
5 MIN	<p>End of session reflective/summative activity.</p>	<p>Each participant completes the general hand-out.</p>	<p>General hand-out.</p>

Time	Topic and exercises	Instruction	Tools
<b>DAY 1 - 105 MIN SOCIAL COMPETENCE</b>			
10 MIN	<b>Practical activity:</b> FACE GAME Non-verbal communication, ice-breaker.	<p><b>Introduction:</b> Facial expressions are an important part of communications. There are many different emotions and corresponding facial expressions. Some are easier to interpret than others. This exercise helps illustrate different expressions and how some are more obvious and easy to 'read' than others.</p> <p><b>Task:</b> every other participant must take one of the folded slips and show in turn the emotion on their face to the group, who must guess the emotion.</p> <p><b>Review points</b></p> <ul style="list-style-type: none"> <li>• How significant are facial expressions in conveying feelings?</li> <li>• In what situations are facial expressions especially crucial to communications and understanding?</li> <li>• What emotions are easiest to "read" and why?</li> <li>• What emotions are less easy to interpret?</li> <li>• What facial expressions are easiest to misread or fake?</li> <li>• What effect do facial expressions have on us?</li> <li>• What emotions are probably universal across all cultures?</li> <li>• To what extent are we aware of our own facial expressions?</li> <li>• To what extent do we "read" facial expressions and respond to them unconsciously?</li> </ul> <p>And importantly - how can we manage our communications methods given the significance facial expressions in certain types of communications?</p>	<p>Paper and pens/ pencils.</p> <p>Glass with folded slips of paper containing each an emotion label (10-12 labels)</p>
35 MIN	<b>Practical activity</b> Brainstorming for choosing the top three agreed on definitions of the role of mentor in relation to the mentee's social functioning. "How can the mentor promote social competence for his mentee?" - 10 min generation phase (general) - 25 min selection phase Conclusions 5 min	<p>Participants split in groups of 4-5 persons.</p> <p><b>Step 1</b> - Every participant thinks and says out loud every idea that comes to his mind. The trainer writes down on the blackboard. 10 min</p> <p><b>Step 2</b> - Individually, they select/generate the top 5 most important ideas and write them on a paper. 5 min</p> <p><b>Step 3</b> - In groups they agree on the 5 most important ideas and write them down on the flipchart page 10 min</p> <p><b>Step 4</b> - Each group must choose a leader who will represent the opinion of the group and the leaders must agree on top 3 definitions. The trainer writes on the blackboard.</p>	<p>Blackboard Flipchart Markers Blank A4 pages.</p> <p>End results for the Tool kit: - individual ideas from papers; -group ideas from flipchart pages.</p>
20 MIN	<b>Presentation:</b> "Social competence and emotional intelligence"	Interactive lecture - participants are expected to ask questions, comments and relate information to practical aspects/examples in their practice.	Video
10 MIN	<b>Video lecture</b> Emotional Intelligence Video Social emotional development children Daniel Goleman 6 min	The participants watch the video and reflect on the message about the importance of social skills in development of young people.	Video

Time	Topic and exercises	Instruction	Tools
15 MIN	<b>Practical activity</b> Assess Emotional Intelligence	The participants complete the self-report quiz than use the scoring table to calculate results. This individual activity is followed by a group discussion on:	Self-report quiz.
5 MIN	<b>Practical activity:</b> Watch video case study.	The participants watch the video and identify key components and skills that make the difference between the two approaches. Level of comparison:	Video
15 MIN	<b>Practical activity:</b> Role playing – Practice in using emotional intelligence components and skills that the participants have identified in the previous activity.	<p>Four volunteers play two pair of mentor-mentee interaction on a specific problematic topic.</p> <p>-10 min role playing (2 scripts) - 5 min conclusions</p>	PPT
5 MIN	<b>End of session reflective/sum up activity.</b>	Each participant completes the general hand-out.	General hand-out.
<b>DAY 1 - 90 MIN CIVIC COMPETENCE</b>			
20 MIN	<b>Presentation:</b> 15 min	5 min Questions and group discussions	PPT – Laptop
20 MIN	<b>Examples of ways to promote the development of civic competences in our school:</b> 10 min	10 min Identify positive and negative aspects and suggest changes. Exchanging experiences and good practice ideas.	
45 MIN	<b>Practical activity:</b> "Identify some knowledge, skills, attitudes that allow the individual to achieve participation in civic life, especially through non-formal education"	<p>25 min Brainstorming activity</p> <p>20 min Report results. A group leader writes down the suggestions and presents the result.</p>	Blackboard Markers Flipchart
5 MIN	End of session sum up activity.	Each participant completes the general hand-out.	General hand-out.

Time	Topic and exercises	Instruction	Tools
<b>DAY 2 - 75 MIN ENTREPRENEURSHIP COMPETENCES</b>			
30 MIN	<b>Practical activity:</b> The participants use a career counselling self-report instrument to explore entrepreneurship competences and interests and additionally match the interests profile with suitable occupations from labour market.	The trainer explains the rationale for using the SDS in self-exploring our occupational interest as mentors and also in guiding our mentees. The participants complete and score the SDS Questionnaire in order to: 1. Identify occupational Holland code and related occupations (as a career guiding tool); with the help of trainer they match the interest profile to an occupation data base O NET occupation list. 2. Explore entrepreneurship/ENTEPRISING competences and interests.	Self-Directed Search Holland Questionnaire  O NET occupation list.
5 MIN	End of session reflective/summative activity.	Each participant completes the general hand-out.	General Hand-out.



### Sheet 1. Practical activity

Analyse four case studies about learning problems and barriers. Discuss the learning difficulty case, identify positive and negative aspects and suggest ways of helping the mentee from the perspective of the mentor.

- Student says he/she can't focus when trying to study and after a while he gives up. He likes to listen to music when studying on PC; which stays open whole time with yahoo messenger on.
- Student says he/she doesn't feel like learning lately and can't focus when not in the mood to learn. He/she says he/she plans to put 100% effort into studying for the exam once he will be in the right mood, to make sure he will get maximum results.
- Student is feeling down because he/she doesn't seem to get himself/herself together and answer well in chemistry class when the teacher is examining him/her. He/she claims to study at home and to know the lesson but somehow in class he/she forgets and feels intimidated.
- Student says he/she can't see the point on studying anymore because it didn't do him good. He/she tried to, for the last term paper on literature. He/she knew with a week ahead of the paper but thought he/she had plenty of time. Then a day before, he/she started to read the book. He couldn't seem to focus and thought of other pleasant things, like playing video games. Finally he/she gave up telling to himself/herself he/she would look up into someone's paper.

### Tool kit for training/workshop

- Program for the meeting/workshop
- General Hand-out
- Multiple Intelligence Test
- VARK Questionnaire
- Multiple Intelligence Descriptors
- Style of Learning Descriptors
- Cornell Notes Sheet
- Mnemonics techniques
- Emotional Intelligence Quiz + scoring sheet
- Self-Directed Search Questionnaire
- Holland typologies descriptors

## NATIONAL ACTIVITIES

### Associazione AIM

AIM is a youth organization placed in Rome created by a group of trainers. It works in the field of exchanging competences among young people and between young people and elderly generations building bridges between formal and non-formal education activities.

AIM methodological approach on NFE is based on the experiential and cooperative learning, which provides the

opportunity to live both as an individual and as a group a determined situation, that at the end can be discussed in plenary. Plenary discussions in NFE are defined as debriefings: moments when trainers and participants analyse the activity, the feelings it created and its implications in real life.

Debriefings helps also in the evaluation of the session, when all participant have the possibility to reflect on their own

learning achievements and become more aware on the competences they have increased at individual and at group level.

The TSO – Training Session Outlines – are guidelines for trainers to run NFE activities. Therefore, they include also environmental aspects such as room requirements, equipment, and materials for the workshops.

*In house workshop on mentoring for trainers*

### Activities - General introduction to the project

Title	Recognizing competences
<b>Duration</b>	45 MIN
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Start a personal and then a group reflection on trainer's competences;</li> <li>• evaluate attitudes, knowledge, practical abilities that the trainer should possess; extract the components that the group identifies as features of the mentor;</li> </ul>
<b>Activity's description (step by step)</b>	<p>To think about the competences and their applications within the approach of lifelong learning.</p> <p><b>1° phase:</b> Stick 3 flip-charts on a wall, and draw on them: hand: abilities heart: attitudes head: knowledge</p> <p>Participants have to think about the knowledge, the attitudes and the abilities of the trainer, write them on some post-it and stick them on the flip-charts. 10 min – individually, 10 min – cluster the post it according to topics.</p> <p><b>2° phase:</b> ask participants if they want to add or delete something and why. 5 min</p> <p><b>3° phase:</b> introduce the flip-chart with written on the top "Mentor". The group decide which post-it related to trainer's profile can be moved on mentor's profile, according to their own idea of mentor. 20 min</p> <p><b>4° phase:</b> debriefing on the activity: - How was to think about the attitudes, abilities, knowledge required for a trainer? - Is there any connection with the key competences?</p> <p><i>Brief introduction on the European educational framework.</i> <i>Power point presentation – Mentor 1</i></p>
<b>Materials</b>	Flipchart, post-it, markers, power point presentation ( <a href="http://www.emya-mentoring.eu">www.emya-mentoring.eu</a> )
<b>Training aids &amp; equipment</b>	projector

## EMYA – MENTORING PRACTICES IN HIGH SCHOOLS

### Main steps of the educational approach: an Italian perspective Associazione AIM

Four workshops of 3 hours with high-school teachers to experiment mentoring practice at national level.

Meeting	Themes
1. "Mentoring practices in European educational institutions"	<ul style="list-style-type: none"> <li>introduction to the European context of mentoring;</li> <li>identification of the social and educational stakeholder involved;</li> <li>recognizing drop out today;</li> </ul>
2. "The importance of the relationship"	<ul style="list-style-type: none"> <li>mentoring as a process of mutual exchange;</li> <li>learning contract as co-responsibility agreement;</li> <li>conflict resolution;</li> <li>techniques of support and counselling with disadvantaged young adults.</li> </ul>
3. "Styles and educational environments"	<ul style="list-style-type: none"> <li>thinking over educational styles and environments;</li> <li>formal – non formal – informal education.</li> </ul>
4. "Key Competences: recognition and development"	<ul style="list-style-type: none"> <li>relationship among mentor – teacher – non formal trainer: team work to train young people;</li> <li>focus group students support;</li> <li>school and labour market;</li> <li>university and labour market.</li> </ul>

#### 1<sup>st</sup> Meeting

"Mentoring practices in European educational institutions"

##### Introduction

Introduction to the meetings and to the project, international project development and partners presentation. Power point on the international project and pictures of the meetings. 30 min

##### Activities

**Energiser** – Expectation tree  
Expectation, Contributions, Fears about the process  
30 min

Title	Chatting cafe
Duration	45 MIN
Room requirements	Coffee area or tables and chairs.
Objectives	<ul style="list-style-type: none"> <li>Themes introduction;</li> <li>share approaches and perceptions on the topic "education";</li> <li>get to know each other;</li> </ul>
Activity's description (step by step)	<p>Trainer prepares flipchart with topics to raise the discussion on the different tables. Every 7 minutes participants change table to discuss another topic.</p> <p>Topics:</p> <ul style="list-style-type: none"> <li>The role of education in society;</li> <li>the influence of teachers in the growth and development of his/her students;</li> <li>the role / the roles of teachers within high schools;</li> <li>the professional staff working within educational institutions and their role.</li> </ul>
Materials	A statement on each table. Flip-chart paper, tape, water, glasses and coffee.

Title	Silent floor
Duration	10 minutes activity, 15 minutes connections and debate
Room requirements	Computer with speakers, ambient music.
Objectives	Identify problems, causes and effects of school's drop out
Activity's description (step by step)	<p>Brainstorming: "Who is the disadvantaged young adult?"</p> <p>Put a big flip-chart on a table, write in the middle the topic, people can move freely and in silence around it writing down ideas, thoughts on the topic and the different stakeholders involved.</p> <p>Some ambient music in the background can facilitate the individual reflection.</p>
Materials	Flip-chart, pen, table, music

Title	Close the circle – who is the mentor??
Duration	50 MIN
Objectives	<ul style="list-style-type: none"> <li>Define fundamental characteristics of a mentor;</li> <li>team-building.</li> </ul>
Activity's description (step by step)	<p><b>Step1</b> – Each group think and write down the important characteristic features of a mentor. It's a brainstorming. 5 or 10 min</p> <p><b>Step2</b> – the first group reads out their list and when the others can hear a word that is on their list too, sign with their hands. 10 min</p> <p><b>Step3</b> – sum up the features.</p> <p>Individually, please choose the top 5 most important features and write them on a paper. 3 min.</p> <p><b>Step4</b> - in groups participants have 10 minutes to agree on the 5 most important features of a mentor and write them down on post-its.</p> <p>Step5 - each group choose one person who will represent the opinion of the group and the representatives sit in the middle.</p> <p>They have 10 minutes to agree on one list of top 4 features.</p>
Materials	Paper, pen, flip-chart, post-it.

Total: 3 hours without breaks.

#### 2<sup>nd</sup> Meeting

The importance of the relationship

##### Topics:

- mentoring as a mutual process;
- contract of co-responsibility in the learning process;
- conflict resolution techniques;
- techniques of support and counselling with disadvantage young students.

##### Activity:

Brief introduction and summary of the past meeting putting all the flip-charts related to the 1<sup>st</sup> meeting topics on the tables. 5 min

this activity gives the opportunity to let new people join the process and to the rest of the group to refresh their mind and add new ideas to the discussion.

Presentation of the session of the day (flip-chart). 5 min

## ENERGISER

### “Counting until 15”

- Objectives: enhance trust and confidence in the group, use non-verbal communication.
- Activity: the group has to count until 15 saying one number per person in a mixed order. Every time two people say the number

in the same time they group needs to start all over. It should be done with the eyes closed.

- Debriefing: ask to the group how did they feel during the activity. Ask about their level of participation in the dynamic. Ask if they have or not reached the goal. Ask about the strategy they have used to reach the goal.

Title	Classroom contract
Duration	20 MIN
Objectives	<ul style="list-style-type: none"> <li>• Reflect on the importance of sharing working environments and common objectives;</li> <li>• establish some common rules to live and work together;</li> <li>• underline the importance of having rights and duties according to the society in which we live as citizens.</li> </ul>
Activity's description (step by step)	<p>The activity is a brainstorming among the participants on the small rules that would ease the didactic flow and the learning process.</p> <p>The activity should be repeated in the class in order to define a common agreement with students.</p> <p>According to teacher's experience in class it is possible to identify some common rules in order to work in the best way possible.</p> <p>Some of the discussion topics might be: timing, speaking order, to be present, respect, comprehension, participation, use of mobiles, etc.)</p> <p>The facilitator take notes of the proposals during the debate on the petals of the flower.</p>
Materials	Flip-chart with a big flower.

Title	Conflict resolution & Techniques of support
Duration	20 min Spiral – 45 min Simulations = 1,05 hours
Room requirements	A 4 papers, markers, laptop and speakers for ambient music.
Objectives	<ul style="list-style-type: none"> <li>• To reflect on the personal life experiences that have determined personal development, actions and decisions.</li> <li>• identify possible mentors who have guided or supported in this process;</li> <li>• to identify possible conflicts in the school's environment among different stakeholders;</li> <li>• to share conflict resolution techniques and counselling support systems.</li> </ul>
Activity's description (step by step)	<p><u>The Life Spiral:</u> the facilitator provides an A4 paper to each participant. Participants are invited to draw a spiral on the paper and to identify on it all the moments of their lives in which they have taken important decisions thanks to the support of a “mentor”.</p> <p>Timing: 15 min individual reflection, 5 min sharing within the group.</p> <p>Debriefing:</p> <ul style="list-style-type: none"> <li>• How did you feel looking back in the past?</li> <li>• Did you identify any possible mentor that supported you in some moments of your lives?</li> <li>• Did you identify yourselves with some of the attitudes of nowadays students?</li> </ul> <p>The activity might result a bit unexpected and some people might not feel like sharing within the group.</p>

## Simulations

the facilitator gives a paper with a role to act to each participant and explains the activity. 10 min

Each scene takes place in pairs – the mentor and the student – based on different situations where there is always a conflict involved.

Scenes last 3 minutes.

The “mentor” role has to try to resolve the conflict.

At the end of each simulation the audience can comment and propose different ways of action in order to reach the objectives. 10 min

Debriefing on the simulations:

- What happened during the scene?
- How was the conflict approached?
- Would you have reacted differently?
- Any proposals to avoid this situations?

Plenary debate on the simulations.

Facilitator takes notes on flip-chart of participants' comments. 10 min

At the end facilitator show a flip-chart with some tips on:

Strategies of Motivational Interviewing

- Avoid argument and direct confrontation.
  - Express empathy through reflective listening.
  - Develop discrepancy between the person's goals or values and their current behaviour (discuss pros and cons of the risk behaviour and desired behaviour).
  - Adjust to the person's resistance rather than opposing it directly.
- Support self-efficacy and optimism in the mentee.

## Materials

A4 papers, markers, simulation's roles descriptions, flip-chart.

**EVALUATION OF THE SESSION:** ask participants to say the first adjective that comes into their minds to evaluate the session and ask why.

## 3<sup>rd</sup> Meeting

“Styles and educational environments, between formal, non-formal and informal dimension, learning by doing”

Title	Imaginary line – team building Icebreaker
Duration	10 MIN
Room requirements	Room with empty space to draw the imaginary line with tape.
Objectives	<ul style="list-style-type: none"> <li>• Team building on sharing perspectives and taking common decisions;</li> <li>• challenge the group;</li> <li>• identify the leaders of the group, those who take charge to propose and take decisions.</li> </ul>
Activity's description (step by step)	<p>The facilitator asks the group to stand in a line at approximately 3 meters far from the imaginary line. The group has 3 attempts in 5 minutes time in order to cross the line all together all in the same time. The group can make proposals and experiments before the 3 attempts (without crossing the line)</p> <p><u>Debriefing:</u></p> <ul style="list-style-type: none"> <li>• How did you take the decision to cross the line in that way?</li> <li>• How did you feel during the decision-making process?</li> <li>• Would you change the approach if you could repeat it?</li> </ul>
Materials	No materials needed

<b>Title</b>	<b>The new comers - workshop</b>
<b>Duration</b>	10 MIN
<b>Room requirements</b>	Room with spaces to write, draw and move.
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Put "in situation" the guests who are in a disadvantaged situation as they didn't attend the previous meetings;</li> <li>to go through the activities done in the past meetings and to identify key words and outcomes;</li> <li>add new inputs to the contents;</li> <li>represent in a creative way the process undertaken.</li> </ul>
<b>Activity's description (step by step)</b>	<p>Prepare the room hanging all the flip-charts on the walls and projecting pictures of the meetings. Introduce the activity focusing on the need of inclusion of the guests.</p> <p><u>Phases:</u></p> <ul style="list-style-type: none"> <li>split the group in 2 groups;</li> <li>the groups go through the activities proposed during the past meetings in order to create a small activity able to sum up what done before;</li> <li>the 2 groups negotiate together what to propose;</li> <li>facilitators assist the groups during the activity;</li> <li>debriefing.</li> </ul>
<b>Materials</b>	All the materials produced during previous meetings.

<b>Title</b>	<b>EYES - workshop</b>
<b>Duration</b>	10 MIN
<b>Room requirements</b>	Room that ease free movement.
<b>Objectives</b>	<ul style="list-style-type: none"> <li>To reflect on the learning environments and how read them critically;</li> <li>to introduce the topic of optimal learning environments;</li> <li>to share external points of view;</li> <li>to compare the attitude and the professionalism of teachers with the environment in which they teach.</li> </ul>
<b>Activity's description (step by step)</b>	<p>Short speech of the guests wearing a mask that focus the attention on the eyes. This session ends with the introduction of the "Picture evaluation" technique, which is used in different contexts at European level to take a picture of the "culture of the school".</p> <p><u>Phases:</u></p> <ul style="list-style-type: none"> <li>to split the group in 2 groups;</li> <li>to provide 6 or more pictures/images with a paper to take notes. Explain that they have to think about what are the feelings that the pictures provoke spontaneously, and if they recognize those places;</li> <li>In plenary the 2 groups share their impressions on the pictures;</li> <li>Debate on the learning environments.</li> </ul>
<b>Materials</b>	<p>Pictures of schools of other countries of the world.</p> <p>A4 papers and markers.</p>

<b>Title</b>	<b>Discovering "The School Culture": reading the learning environments through picture/video evaluation</b>
<b>Duration</b>	30 MIN
<b>Room requirements</b>	Room with IT facilities

<b>Objectives</b>	<ul style="list-style-type: none"> <li>Develop creativity in participants;</li> <li>teamwork;</li> <li>develop digital competences;</li> <li>enhance the observation of working environments, details, etc.;</li> <li>share reflections and perceptions in the group.</li> </ul>
<b>Activity's description (step by step)</b>	<p><u>Phases:</u></p> <ul style="list-style-type: none"> <li>to split the group in 2 groups;</li> <li>provide to the groups 2 cameras in order to have a round in the school to observe, discuss, and decide together which pictures bring to the plenary for the discussion;</li> <li>back in the activity room, upload materials for the presentation;</li> <li>plenary debate facilitated by the facilitators.</li> </ul>
<b>Materials</b>	Laptop, cameras, projector.

<b>Title</b>	<b>"Luggage, washing machine, trash bin" - Evaluation</b>
<b>Duration</b>	10 MIN
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Non formal evaluation activity;</li> <li>to let participant evaluate the activities individually and then share with the group;</li> <li>evaluate the meeting, the contents, the facilitators, the environment.</li> </ul>
<b>Activity's description (step by step)</b>	<p>Prepare 3 flip-charts – one with each symbol:</p> <p>Luggage: what you bring home – what you liked the most and what you have learnt.  Washing machine: what you liked but it could have been done differently;  Trash bin: what you leave – you didn't enjoy.</p> <p><u>Phases:</u></p> <ul style="list-style-type: none"> <li>facilitators go through all the activities of the meeting focusing on the discussions and on the objectives;</li> <li>participants receive some post-it and are asked to evaluate all the different elements of the activities of the meeting. When they are ready they can come and stick the post-it on the corresponding flip-charts;</li> <li>facilitators cluster the post-it and comment on them</li> </ul>
<b>Materials</b>	3 flipchart, markers, post it

### EMYA - 4<sup>o</sup> Meeting

"Key Competences: recognition and development"

#### Objectives of the meeting:

- review the educational process;
- think on the concept of competences and how mentoring can facilitate its recognition and enhance it;
- the educational framework and the labour market;
- verify if within educational systems mentoring practice is perceived as necessary;
- create connections between the European learning partnership and the educational approach within national high-schools;
- provide contributions to the T-Kit implementation.

<b>Title</b>	<b>Thinking about mentoring</b>
<b>Duration</b>	1,00 hour – 30 min + 30 min

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Reflect on the mentoring practice;</li> <li>• propose communication strategies between mentor and youngsters;</li> <li>• create connections between the European project and the national activities.</li> </ul>
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<b>Activity's description (step by step)</b>	<p><u>Phases:</u></p> <ul style="list-style-type: none"> <li>• Facilitator distributes the copies to be individually filled-in by participants – 10 min;</li> <li>• share the answer proposals in small groups – 10 min;</li> <li>• plenary discussion and comparison with alternatives proposals of the T-Kit -10 min.</li> </ul> <p><u>2nd part:</u>  <b>EMYA PROJECT OUTCOMES - REFLECT ON THE ROLE OF MENTOR - WHAT DO YOU AGREE ON ?</b>  Facilitator gives participants a list of statements describing the role of mentor (from the T-Kit).</p> <p>Participants have to put a cross on the features that best fit mentor's role according to their opinion. <i>10 min</i>  Plenary debate. <i>10 min</i></p>
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<b>Materials</b>	Copies of the document: "statements" from the T-Kit - WHAT TO AVOID WHEN COMMUNICATING WITH THE MENTEE. Projector, laptop.
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<b>Title</b>	<b>Mentor's Internal and External competences</b>
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<b>Duration</b>	25 MIN
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<b>Room requirements</b>	Flip-chart, markers
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<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To evaluate if and how mentor's role can be filled by other professional figures working in the school system;</li> <li>• analyse the skills needed to practice mentoring</li> </ul>
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<b>Activity's description (step by step)</b>	<p>Mentor as a person:</p> <p>participants are required to draw (in groups of five) a body and to colour it with the right percentages of all the different types of professionals that work within the school system taking into account what discussed in the previous meetings. <i>15 min</i></p> <p>Plenary debriefing <i>10 min</i></p>
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<b>Title</b>	<b>Hand Evaluation</b>
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<b>Duration</b>	15 min
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<b>Objectives</b>	evaluation of the activities
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<b>Activity's description (step by step)</b>	<p>Participants draw their hand and according to each finger they have to evaluate a different aspect of the training.</p> <p>Thumb: highlights  forefinger: advice  middle finger: sucks  ring finger: emotions  little finger: follow-up</p> <p>Draw your hand and add your evaluations on it.</p>
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<b>Materials</b>	A 4 paper, markers
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## Volkshochschule Aachen – Das Weiterbildungszentrum – Adult education centre, Germany

### How to Use the EGUIDYA Competence Card (Co-Card)

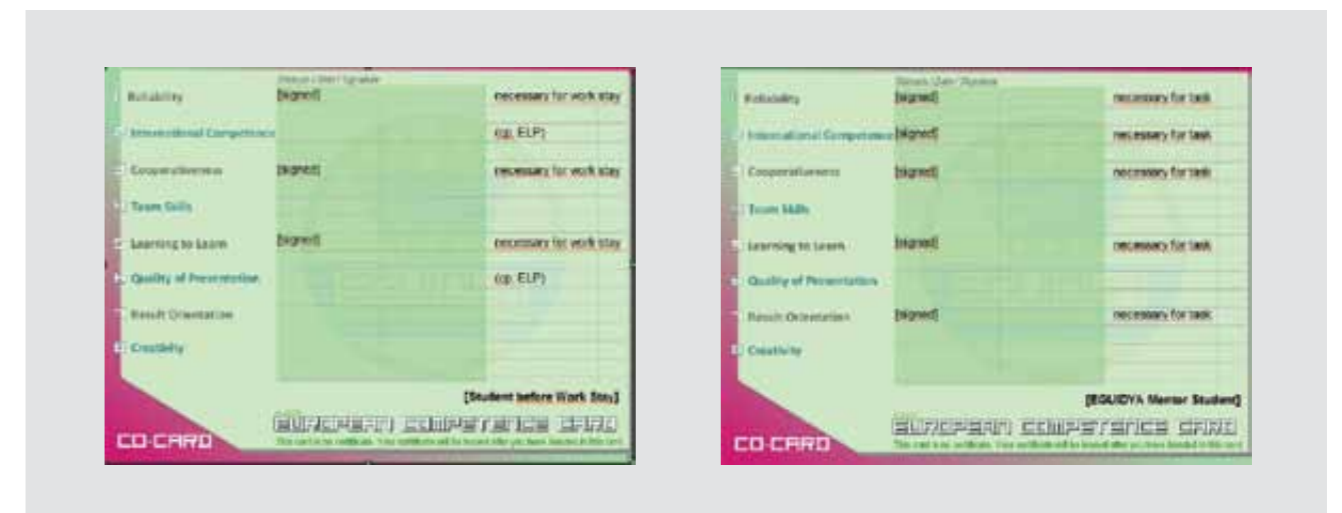
The LLP Grundtvig project Eguidya – Co-Card with its advance organizers was developed on the basis of a transfer product of Volkshochschulverband NRW (Claudia Franken), which was slightly modified after a discussion with the Finnish Eguidya partners (Sami Savonlinna) and its target group (disadvantaged students), so that it can now be used by all Eguidya partners and others. The Co-Card is interconnected with the Eguidya approach and all other tools that have been developed for work stays abroad and student mentors by the Eguidya partnership.

Each advance organizer is split into three parts: the first (\*the horizon) shows terms common in the world of work, the middle part explains why the key competence is useful and the bottom (->the agreements) shows the elements that are obligatory if a student aims at a certification of the respective key competence. This part is closely related to the student's behaviour and attitude during the lessons. The horizon provides a space for reflexion or for first orientation and hence is set apart from what is to be evaluated by the teachers. At the beginning of a term or semester, all the teachers of one class decide

according to their predominant topics, aims and methods who will be responsible for closer observation or monitoring for which of the eight key competences of the Co-Card. Always, however, the class teacher is responsible for the element of "Reliability." These responsibilities, which may alternate every semester, are made known to all teachers and also to all students after they have been advised as to the use and advantages of the Co-Card. The learners freely decide upon an employment of the self-governed multi-tool, which will contain no negative entries. After the Co-Cards have been distributed, named and dated, and the students know which teachers are responsible for monitoring and signature of which of the eight elements, they may consult their teachers and ask them to monitor them in one of more key competence for one semester. They do this by their own choice and according to their own initiative. After one or more semesters, the resulting monitoring can lead to a certification of a competence.

Of course also social pedagogues and job coaches can use the instrument as a basis of their guidance and counselling. Indeed it is advisable that the same instrument is

used in both teaching and mentoring. The signature with date and, perhaps, also a short reference to special achievements results from these steady fulfilment of all criteria listed on the bottom of an advance organizer during one semester. The Co-Card itself does not serve as certificate. If the student wishes to do so, she or he will hand it in, whereupon it is checked and then "translated" into a standard letter of recommendation as an additional document for job application. The letter states that the student had been monitored over the span of time of the respective semester and has continuously demonstrated the presence of the respective key competence(s). This letter of recommendation certifies which of key competences the student has been able to demonstrate in how many semesters. The letter recommends the students to any employer who is interested in considering the student for recruitments tests and job application interviews and for whom the certified key competences, which are explained according to the advance organizers' agreements in an appendix to the letter, are of relevance.





## National Activities of NGO PASSWORD, Latvia

In cooperation with NGO “LLB”, which focuses on work with team building activities the following project was implemented:

10 groups of youngsters from various schools, socio-economic backgrounds were selected in order to carry out a team building session in the particular class as well as state the roles students are having in the class.

Warm up activity: **All those who...**

**Materials:** chairs (one less than the number of students)

**Place:** inside/outside

**Number of participants:** from 5 up

**Suggested age of participants:** from the age of 5/6

Participants sit on chairs in a circle. The leader of the game stands in the middle and his aim is to sit down on a chair, however, there is no empty chair. Therefore, the leader thinks of certain characteristics, after naming which, those who have them, must change places (e.g. those who have blue eyes, shoe size 39 etc.). When the students are changing places, the leader tries to sit down on a free chair. If he does that, then the one who has no chair becomes the leader. And so the game continues.

Team building game: **Flying carpet**

**Materials:** waterproof cloth, the size of which depends on the group size

**Place:** inside/outside

**Number of participants:** not defined

**Suggested age of participants:** from the age of 10

The facilitator puts the cloth on the ground, telling that it is the flying carpet with which all of them have gone on a trip. But the people in the travel agency have done a mistake – they did not tell the exact route and now there are cliffs in front. So the group has to go back, but there is a problem. The carpet flies only to and back and cannot do the turns. The only way to do it, is to turn the carpet upside down and nobody can step out of it as the aerodynamics will be destroyed etc. But the task of the game is to stay alive. If somebody of the group steps out of the carpet, he has fallen down and so have the others, so everything has to be started again from the beginning. The task has no time limit and the group has no try-outs. Group has 5 minutes (can be more, if the group is bigger) for deciding upon the strategy. Group can also state how many try-outs do they need.

Energiser: **Egg, chicken, hen, eagle**

**Materials:** none

**Place:** inside/outside

**Number of participants:** from 6 up

**Suggested age of participants:** from the age of 6

This game shows continuous development and life cycle. All the students begin the game as “eggs”. They crawl around the place and all the time a little bit hit their hand against their forehead so showing that they are inside the egg. When 2 eggs meet, they play “scissors, paper, rock” and the winner of the game, becomes the chicken. Then the chicken imitates the movement of flying and looks for another chicken. When two chickens meet, they repeat the game of “scissors, paper, rock”. The winner then become the hen, while the loser returns to the state of egg. The hen walks with its legs high, so imitating that the hen is proud. When two hens meet, then they again repeat the game and the winner becomes the eagle, who is the winner and jumps around happy that he is the winner. The loser returns to the state of hen. The game continues till no combination is possible anymore.

Team building game: **Spider’s web**

**Materials:** rope, 2 trees or poles

**Place:** outside

**Number of participants:** not defined

For each group of youngsters a different activity session was done, corresponding to the needs and abilities of each group. For some groups it involved some extreme activities with ropes and climbing, however here follows the sample of a typical activity session, which can be adapted to the needs of particular group. Also just some activities of it can be taken.

**Suggested age of participants:** from the age of 10

Between two trees/poles there is a spider’s net made (see the picture above). It is perfect, if there is the same number of holes in the net as the number of the group participants. The task of the team is to get through the net, not touching it. For better control of the spider’s net, little bells can be put in it. Each hole in the net can be used by one person just once. Team can decide with how many try-outs will it do the task. The group has 10 minutes for strategy planning.

Team building game: **Bring it!**

**Materials:** list of items (one per pair), blindfolds (in case it is held in camping or somewhere – can be replaced by pillow cases for more fun)

**Place:** outside

**Number of participants:** not defined, but done in pairs

**Suggested age of participants:** from the age of 10

Participants are divided in pairs and one of them is blindfolded (free choice). Every pair receives the list of items that they must find in the surroundings. However, the trick is that the “blind” is the “hands” and the other is the “eyes”. It means that the person that sees, cannot touch the items, he can just lead. Leading happens by keeping the right arm on the “blind” person’s left shoulder and carefully showing the way, where to lean, to sit etc. After doing the task, the pairs change places, the list of the items preferably must be changed.

Role play: **Press conference!**

**Materials:** none

**Place:** inside/outside

**Number of participants:** at least 6

**Suggested age of participants:** from the age of 14

A typical problem for the particular group is chosen (e.g. there is a computer class in our school, but there is no internet access). In order to solve the problem, a press conference is arranged in which all the sides are involved (e.g. local inhabitants of the village, school director, representative of local council etc.). Facilitator draws a lottery so that the people get their roles. All people have time to get ready for their role and when the press conference starts, everything happens as in the real life – all people have the name tags, their involvement in the problem etc.). There also must be the moderator of the press conference. Before the press conference, it is advisable to set the rules for the press conference.

Different adventure activities: **e.g. Treasure hunt**

**Materials:** depending on the activity

**Place:** outside

**Number of participants:** at least 6

**Suggested age of participants:** from the age of 14

**OBLIGATORY:** one neutral observant, who does not know the group. These activities are especially important due to its feedback, because the observer during the activities finds the answers to such questions (these questions can be asked to the group as well):

- How did you understand the task?
- Did you understand the role division?
- Were you satisfied with your role in the group?
- Did other students listen to your opinion?
- Could all people agree upon one solution?

- Did you plan your time?
- Did you have disagreements? Why?
- How would you evaluate your team work (from 1 to 10)?
- Does the team have the same goals?
- Is it important for you that the others listen to your opinion?
- How do you evaluate your team mates?
- Did you feel comfortable in your group?
- Who do you think was the leader of the group and why exactly him/her?
- Did you feel rush in your group and why?
- Tell about your feelings during the activity?
- What suggestions could you propose to improve the team work?
- Were the team mates honest?
- Did you want to take the role of the leader? Why?
- Etc.

After the activity session, the observer prepared an individual report on the group’s activity and the roles observed during them, e.g. who was the leader, provoker etc. Most of the teachers found this materi-

## Appendix I - CASE STUDIES

### Introduction

Case studies are a valuable asset to teachers, mentors, youth workers and other professionals or volunteers who work with disadvantaged young people.

Professional mentors and teachers working with disadvantaged people face a wide range of private, social, legal, financial, psychological and other issues. Actually mentoring includes all areas of life. As such the experiences in the field of mentoring are diversified and complicated. The mentor has to be prepared for new themes and new challenges any time.

Having access to case studies in mentoring is a great help regarding the complexity of the subject matter and

the wide range of issues involved with mentoring. Case study is a direct way of conveying experiences. It is formulated in a descriptive way and shows how the theoretical knowledge will be implemented in the practical field of work.

A certain case study can be used instantly or be modified and be adjusted to a specific situation.

Two educational institutions involved in the EMYA-Project have a long experience in school based mentoring. In both institutions exists a high level of awareness about the importance of mentoring to enhance the competences of students, help them solve their problems and give them a chance to integrate themselves and be successful.

### 1. Help the Young People to Understand

The teacher comes to the office of the professional mentor. He is very angry and complains about Maximilian.

Max comes to the maths lesson 10 minutes too late. The teacher asks him to stay outside. But he comes in, apparently to collect his school stuff and to go. The teacher asks him again to leave the classroom. He ignores him and continues to put his things in his school bag, he takes his time. The teacher gets really angry and says that he is not allowed to attend his lessons any more. “I do not want to see you in my classroom anymore” he says.

The professional mentor looks for Max at school but he has gone. **First thing the next**

**day she takes him to her office.**

Professional mentor: “Max, you can imagine why I want to talk to you, can’t you?”

Max: “Of course, it is about yesterday, he has complained about me.”

PM: “Exactly, he was actually very annoyed yesterday and told me what happened. Before I say anything **I would like to hear your version.** Tell me what happened yesterday and why did you leave school sooner than usual.”

Max: “Yesterday I went to the lesson 2 minutes too late and he didn’t let me in. Can you believe this! But still, I did not say anything I just wanted to get my things and go home. Maths was the last lesson yesterday. If he thought that I would stay half an hour

was useful in order to plan their class work better and create a better inner atmosphere in class.

Role play: **Why do you think so?**

**Materials:** cones and a ribbon

**Place:** inside/outside

**Number of participants:** at least 6

**Suggested age of participants:** from the age of 14

The place is divided in two parts by the ribbon. One side means “yes”, the other “no”. The facilitator gives a statement to the group, e.g. beer is alcohol, smoking should be allowed from the age of 14, etc. And for each statement each participant must stand somewhere on the field. Then the facilitator asks some participants why they stand exactly there, so provoking some ideas for the feedback discussion afterwards.

The educational team in the second chance school in Aachen/Germany includes 10 professional mentors. These professionals work with young (and also with aged) people who wish to get their school certificate in a second run.

The second chance school in Budapest/Hungary has developed a system in which teachers overtake the duties of mentoring.

The two institutions mentioned above have formulated some of their concrete experiences in form of case studies in order to make them available to all people who work as mentors.

This Appendix contains original case studies which deal with some of the issues faced by mentors at school.

outside the classroom till he finished his lessons, he was wrong. And then he offended me. He spoke in such a tone to me.”

PM: “2 minutes? It was apparently more than 2 minutes.”

Max: “2 minutes, 5 minutes, 10 minutes, it doesn’t make any difference.”

PM: “It does make a difference. But we don’t want to hang on minutes. **Why do you think he reacted that way?**”

Max: “Either he is an asshole or he cannot stand me.”

PM: “I didn’t hear the first part of what you said. But do you have any reasons to think that he cannot stand you?”

Max remains silent.

PM: “Why do you think that he has some-

thing against you?"

Max hikes his shoulders.

PM: "So, you know you have to do your exams next month and it is very important for you to attend your maths lessons. I want you to **put yourself in his place**. You are now the teacher; you go to the class and start your lesson. Then someone opens the door and comes in. The class concentration is gone. They have to begin again. After 5 minutes someone else opens the door and comes in. How do you feel as a teacher?"

Max smiles and avoids to look at the eyes of the professional mentor.

PM: "Do you understand what I mean?"

Max: "Yes I do, I am not stupid."

PM: "You certainly are not. Therefore, I expect you to **understand the situation**. You have interrupted the maths class because you went in too late. He asked you to stay outside because he wanted to avoid the disruption of his lesson. But you disturbed the lesson further in that you went in and started to collect your things. You did exactly the thing he wanted to avoid. Does it then surprise you that he got annoyed and angry?"

Max: "But he should not talk to me in that tone."

PM: "That is something else. **Do you accept**

**that what you did was wrong?"**

Max: "Okay, okay, but it is unfair that I am not allowed to take part in maths lessons anymore."

PM: "I know this teacher for a long time, he is a fair person. **What do you want to do now? Which possibilities do you have?"**

Max: "I have to talk to him and apologize. But I also want to tell him that he should not talk to me that way again. Can you please be there when I tell him?"

PM: "Yes I can. I'll ask him to come to my office today, so that you can talk to him here. I hope that we can arrange it for today because you have a maths lesson tomorrow."

The teacher and Max met the same day in the office of the professional mentor. Max apologized for his behaviour and promised to be on time in the future. The teacher accepted that he had been too loud. "I am also a human being, I make mistakes too" he said.

## 2. Moral and Practical Support in Crisis Situations

Fatma is about 30, she is married and has 3 children. She has been living in Germany for more than 14 years but still has big problem with German language.

Fatma is a very hard working, motivated and ambitious student. She has done only the primary school in Turkey. Learning for school certificate for the 9<sup>th</sup> grade in German language is a real challenge for her. She attends the classes regularly and studies a lot at home.

The professional mentor knows that Fatma's husband is not happy about her going to school.

A few months before the exams Fatma goes to the professional mentor at school for a consultation and explains that she has **serious problems at home**.

Professional mentor: "I am sorry to hear that my dear, it is not easy to combine school and house work or job and house work. I know it from my own experience."

Fatma: "I do not neglect my duties at home. I do not sleep more than 5-6 hours. I do my home works when the children are in bed. When my husband comes home there is always something to eat."

PM: "Did you try to talk to him and **find out what the problem is?"**

Fatma: "Yes I did, but any time I want to talk about school he gets angry and starts shouting. Then it is not possible to talk to him anymore. We have quarrelled almost every day. It is unbearable and the children suffer as well."

PM: "Is there anybody in the family whose authority he accepts? It can be of great help in

such situations."

Fatma: "His elder brother is coming for a visit to Germany and will stay for a month. He is a reasonable man and my husband respects him very much."

PM: "Wonderful, this is a good chance. You should **ask him to mediate between you two**. It would be good to find out his reasons for not being satisfied with the situation and what he expects from you. And in the presence of his brother you have a chance to tell him what your expectations are. I hope that you two find a solution to your problems and reach an agreement."

Fatma comes two weeks later to the professional mentor.

Fatma: "My brother in law is here and at some stage I said that I have something to speak about, something which concerns the family. And we talked."

PM: "And? **Do you know now what the problem is?"**

Fatma: "He says that I have been changed. Since I have been going to school I am not the same woman he married: kind and well behaved, who took care of her family properly!"

PM: "Did he say something more concrete?"

Fatma: "He just wants me to stay at home and attend the household and take care of the children. He says at this age I would not be able to find a vocational training. Why should I go to school at all?"

PM: "How do you feel about what he said?"

Fatma: "May be he is right. May be it will not be possible to find a vocational training at my age. But I can possibly get a part-time job in a store or some other place and earn some money. Besides, when I decided to go back to school, it was in the first place for my children.

Sometimes they ask me something about their homework and I am ashamed because I know nothing."

PM: "Is it possible, that he is afraid he could lose you?"

Fatma: "I don't know but I won't leave school and go back to the kitchen, no way."

PM: "**What are you going to do now?"**

Fatma: "I will try to convince him that my family is very important to me, but the school is also important and I am not going to leave school."

PM: "I wish you good luck. And you know **you can come to me any time.**"

Fatma comes after a while. She looks bad.

Fatma: "I want to get divorced; I cannot bear it any longer (she cries). I am not a good mother."

PM: "Come my dear, have a seat and calm down. I prepare a cup of tea for us and then we talk and what is this nonsense about not being a good mother. I have seen your children, they are healthy and happy, and I have noticed that they laugh a lot and they are lively and I know that you love your children very much."

Fatma says that the relationship with her husband is in a very bad shape. They quarrel almost every day but still she cannot and does not want to give in.

PM: "I understand. Let me tell you this first. I am sure that **you are a very good mother**. Being a good mother does not mean that you should sacrifice yourself for them. An unsatisfied mother cannot be a good mother. You have to look after yourself. Tell me, do you love your husband?"

Fatma: "I was 15 when we married. He came to us in the village and talked to my father. They arranged the wedding. Shortly after that

he took me to Germany. He is a good man, he has never beaten me and he is also a good father. He works hard to feed his family. I cannot complain."

PM: "Give yourself a week time. It is a very important decision getting divorced. **Take time and think about it again**. Come to me next week the same time."

Fatma comes back next week. She has

made up her mind. She will separate from her husband. The professional mentor should now **help her to realize her plans**. She gives her the address of a women organization. They find a place for her in a woman's house and give her legal support to apply for a divorce. She stays with her children there for about a month. She has to leave the school but she knows that she can come back any time. The professional mentor remains in contact with

her. Fatma needs a lot of **moral support**.

Eventually Fatma's husband gives in. She goes back home and starts her school the next Semester.

At the school ceremony in which Fatma gets her school certificate, her husband is also there, apparently relieved that the school career of his wife has ended.

## 3. Building relationship in school based professional mentoring - A consultation session

The professional mentor notices a change of behaviour in one of his students. He invites him to a consultation.

*Professional Mentor:* "Thanks for coming dear, have a seat please, I would like to go through the presence lists with you and have a look at your presence quote in the last two weeks."

*Student:* "I know, I was often absent."

PM: "Oh, you are aware of this! I wonder what happened because you were very reliable in the beginning."

S: "This is something private, I don't want that people talk about it."

PM: "I do respect your private sphere and it is your decision to talk to me about your problem or not. But in such situations it helps to talk and whatever you tell me remains our secret, nobody will know about it."

S: "You know that I lived together with my boyfriend and everything was okay. I was lucky and very happy. But he loves another girl now and wants to separate. I feel miserable, I can't live without him. Besides I have no place to go."

PM: "I am sorry to hear that. How serious is this new love? Is there any chance that you two get together again?"

S: "No, I have tried everything. There is no other way, I have to pack my things as soon as possible."

PM: "I can understand that you are emotionally in a difficult situation but let's talk about the practical aspects of it first.

You need some place to move in. Which possibilities have you got?"

S: "I don't have any possibilities. I do not have any contact to my mother since I moved out, she was against this relationship from the beginning I moved out and I haven't seen her since."

PM: "What do you think, how would she react, if you talked to her about this?"

S: "I don't know, I can't, what should I tell her?"

PM: "I am a mother myself, do you want to know what I think?"

S: "Yes, tell me what you think."

PM: "I think she would be happy to hear that her daughter wants to go back to her."

S: "Really?"

PM: "You had a good relation to your mother as you lived together, every- one can make a mistake."

S: "I don't know."

PM: "There is only one way to find out, ask her. Okay? And now let's talk about your feelings?"

S: "I feel miserable. At school I have to hide myself somewhere and cry from time to time. How can he do this to me?"

PM: "You are an intelligent and beautiful young girl. You will cope with it. At your age when I had such sorrows, I went jogging. I ran and ran till I was totally powered, I felt myself better afterwards. Now I am not that young and I can't run that much, so I go for long walks. It helped me those days and it helps me now. What do you do in such

situations to help yourself?"

S: "I don't know, I am not interested in anything anymore. I just want to stay in bed all day."

PM: "But it is not possible to stay in bed all day any longer my dear because you have to come to school. I expect you to be at your lesson on time tomorrow morning."

S: "I'll try."

PM: "Don't try, just do it. Do you remember our first interview, you said you wanted to get your school certificate as soon as possible and then start a vocational training as a hair dresser. You have done very well till now. The teachers speak of you as a motivated girl with a strong will who knows what she wants. I am sure you won't let this problem change your future."

S: "Having my own hair dressing salon was always my dream."

PM: "I am quite sure that you can realise this dream of yours and now we make an agreement between us. You call your mother today and make an appointment to see her. From tomorrow you wake up on time and attend your lessons regularly and you think about a way, your special way of helping yourself. We meet at the same time in 3 days and you should report what you did and which results you got. And then we plan the next steps. I will look at the presence lists every day and I want to see your name there. I am sure you can manage it."

S: "Okay."

in the summer, she missed the normal way of getting acquainted with our school and system. She got accepted but she hardly came to school during the first couple of weeks. After the 2nd week, she wanted to leave our school saying she was sure she would not be able to fulfil our requirements.

We encouraged her to try the first exam period so that she could see if she really couldn't make it. Her integration to the school was uneasy and all in all unsuccessful - finally she couldn't adapt to this community.

**What she did in our school**

She found it difficult to choose a mentor for the first place and after one year of working together with her mentor, she had to choose someone else because her mentor left the school.

This “forced” change in the person of mentor was a challenge for her.

She had finished 9th grade previously and during school year 2007/2008 she passed quite a lot of exams so we planned her school carrier for 2 more years.

When I started working with her as a mentor, she was in a really bad state of mind. In the past year she put on lots of weight, from an attractive looking girl she turned to be an unshaped overweight person who often received malicious remarks from her schoolmates.

This made her all reserved and kept her away from the others.

She lived with her inactive mother who was diagnosed with a psychiatric disorder.

Her father died when she was 14, but in fact he never lived with them. She says the only person to love her was her grandmother but she had died as well. The relationship with her mother is strong, yet incredibly stressed. On the one hand her mother accuses her for her own illness and on the other, she strongly ties GA to herself as the only link to the outer world.

GA is suffering from this relationship and wants to get away, get out of it, but also she is very strongly connected to her mother since she does not have any other human relationship either. These two women live together in hatred and every day fights.

This characterized GA presence at school, too. Neither with other students, nor with any of the teachers or mentors could she create a honest, trustful relationship. She was longing for having friends but could not do a single step for it. She commented on everyone, assumed the worst about everyone. You couldn't make eye contact with her, she was sitting / standing staring ahead of her to the ground, murmuring negative remarks and thoughts.

## 5. Case study - T.T.: How T.T. got in

T.T. went to church primary school and began secondary education in a priest high school.

He was sent to this school after graduating the 9th grade. He started 10th grade at one of the strictest high schools in Budapest as a

With this behaviour and with her unbecoming appearance (she would wear provocative, tight dresses that enhanced her overweight body and her pimpled skin made her look ugly) she provoked the antipathy of her schoolmates and she became the target of nasty jokes. This made it impossible for her to find her place within the community.

She was also challenged by studying. She did not study at all and could hardly pass exams. As the exams approached she got more and more stressed and performed worse and worse.

### Mentoring

As her mentor, the greatest challenge for me was to create a trusting relationship with her. Sometimes by chatting with her, by calling her to ask how she was and her whereabouts, and by the regular weekly one-on-one discussions we got a little closer. But then something happened and her trust and confidence left her and I had to start all over from the beginning. It turned out that she either had a quarrel with one schoolmate or their neighbours threatened them to report to the police or her mother kept her from coming to school because she felt bad and was afraid to stay alone at home.

In my mentoring I aimed to:

- create and maintain a trusting relationship;
- support her in her learning tasks;
- develop her social skills;
- reinforce her self-confidence with positive feedback;
- help her to shape her self-awareness by correct feedback.

As I mentioned above, the first step had to be done again and again, and the others were not successful either. In the meantime she did not get in deeper contact with other teachers or mentors.

As in our school it is the system, I was not left alone with this case. On our weekly staff meetings I could share my thoughts and ideas about GA with my colleagues, who closely work with every student in our school. On these staff meetings I told

private student. He could not adapt in public education system and had lots of conflicts with teachers and students. He did not find the subject interesting, it was too much and too little for him at the same time. He read a lot and educated himself, losing himself

what had happened to GA and what we accomplished on our weekly one-on-one meetings. The others told their experience with her during lessons, exams and other social interactions. The staff served as a backup and support during my work with GA. I was reassured that the strategies I found out – how to help GA involved in successful educational situations, and how to develop her character – were commonly accepted and supported. When I got stuck with her, my colleagues would ask me a question that helped me put myself in a different position and see things from a different angle. This helped me to find new ways, and new points of view to her problems.

Thus came the idea to guide her towards a break up with her mother and help her find out how she could create her own, separate life free from her mother who makes her sick and hinders her forming social relations.

We managed to find a psychiatrist for free. We hoped her incredibly instable state of character and mental condition would get better. Unfortunately it did not happen so. She could not get enough self- confidence to push her out of the bottom she touched.

As she missed classes and did not study and failed exams, we decided to end her carrier in our school. Her condition did not make it possible for her to study in a secondary school and pass the final exam. She understood and accepted this. We found a vocational school where now she studies to be a social worker. This was the only thing she could imagine for herself as a job – to work with elderly people.

I do not consider mentoring GA as a complete failure. I could not get her solve the problems that she faced in life but I believe I could make her better understand herself, and make her aim at more realistic goals.

*Written by Cs. Sz.*

*This contribution has been provided by the Belvarosi Tanoda Alapitvány Gimnázium and Vocational School of Budapest, EMYA Associated Partner.*

in certain topics. As an example, he would go to the planetarium for months, first as a visitor later as a volunteer to work and last as a lecturer on astrology. He started to write poems and lyrics with serious devotion. Also finished a novel. He felt that schools

want to force him in a frame that he does not see sensible and without giving him the opportunity to develop as he demands.

Although he had supporting teachers in every school he attended, he could not keep his position. He developed neurotic anxiety and he had to go under psychiatric treatment.

His parents separated. He lived sometimes with his mother and grandmother and brother and sometimes with his father. He said he didn't think his broken family background had any negative effect on him or his school failures.

### What he did in our school

He spent 1 year in our school. He had definite plans from the beginning and consciously carried them out. He fulfilled the requirements of two years within one and finished school with excellent results. During classes he paid full attention, he was extraordinarily active and interested. It was a challenge for other students to assert themselves because of his dominance. He prepared to go on for further studies to university to become a Hungarian language and literature

teacher. (He got accepted.)

He adapted to the school life and community very early and easily. He got on well both with teachers and students. It seemed to be very important for him that he impressed us and that we accepted him. He aimed at it and made efforts to get everybody's attention. He was very kind and attentive with everyone. When he got feedback on this, he was very surprised, he thought he was not a kind person at all. As his social relations got firm and he learned the system of our school he seemed to be secure. His anxiety passed absolutely. He said that before, in other schools, he felt bad in the mornings before going to school. He seized to have this problem. He never missed a day at school and attended all extracurricular activities (theatre, hiking, bike tour). He planned to stay in touch with our school after his graduation, and he came back for months whenever he had free hours at university. He had a very strong connection to our school, he helped in everything he could. I believe that he considered our school as a very important community and main territory for social interactions.

### Mentoring

TT is an absolutely ambitious person. He desired to control his environment as well as the outer world. He has serious political and writing ambitions. It is extremely important for him to be successful and acknowledged. He often forms stereotypical and prejudiced opinion and gets in a strange contradiction with his open minded character. His speech is emotional and extremist. Not only his style but I feel that the content of what he says changes depending on whom he talks to, what he expects from the others. All these, among others, were the topics of our one-to-one discussions and I as his mentor wanted to mirror these to him. He said he changed a lot during this year. He became more tolerant and his phrasing is more subtle.

He takes more time to think about what he says and how he says that, he's more conscious of himself and of the way he reaches a conclusion. He stopped being stressed and became more open towards new ideas.

*Written by Cs. Sz.*

*This contribution has been provided by the Belvarosi Tanoda Alapitvány Gimnázium and Vocational School of Budapest, EMYA Associated Partner*



## Appendix II - SAMPLE OF FIRST INTERVIEW QUESTIONNAIRE

Case studies are a valuable asset to teachers, mentors, youth workers and other professionals or volunteers who work with disadvantaged young people.

Professional mentors and teachers working with disadvantaged people face a wide range of private, social, legal, financial, psychological and other issues. Actually mentoring includes all areas of life. As such the experiences in the field of mentoring are diversified and complicated. The mentor has to be prepared for new themes and new challenges any time.

Having access to case studies in mentoring is a great help regarding the complexity of the subject matter and the wide range of issues involved with

mentoring. Case study is a direct way of conveying experiences. It is formulated in a descriptive way and shows how the theoretical knowledge will be implemented in the practical field of work.

A certain case study can be used instantly or be modified and be adjusted to a specific situation.

Two educational institutions involved in the EMYA-Project have a long experience in school based mentoring. In both institutions exists a high level of awareness about the importance of mentoring to enhance the competences of students, help them solve their problems and give them a chance to integrate themselves and be successful.

The educational team in the second chance school in Aachen/Germany includes 10 professional mentors. These professionals work with young (and also with aged) people who wish to get their school certificate in a second run.

The second chance school in Budapest/Hungary has developed a system in which teachers overtake the duties of mentoring.

The two institutions mentioned above have formulated some of their concrete experiences in form of case studies in order to make them available to all people who work as mentors.

This Appendix contains original case studies which deal with some of the issues faced by mentors at school.

### Personal details and general questions

1. Name, surname
2. Address, telephone number, e-mail
3. Date of birth, place of birth
4. Marital status
5. Children
6. Nationality
7. Languages
8. Religion
9. Is this a good day for you? Why?
10. What music do you like?
11. Do you watch movies and if yes, then what type of them?
12. When is it easy for you to learn?

### Family situation

1. How many people are you in the family?
2. Is there somebody else in your family who goes to school?
3. Do you live together with your family?
4. Who is the most important person for you in the family?
5. With whom do you spend the most time in your family?
6. How many family members work?
7. What schools did they graduate from? What profession do they have?
8. What responsibilities do you have at home?
9. Are there any serious health problems in your family? Any drug problems?
10. Is religion important in your family and if yes, do you practice it?
11. If you have children, who takes care of them while you are at school?

### Hobbies and friends

1. What do you do in your free time? And with who?
2. Do you do any volunteering or are you active in your parish?
3. Who are your friends?
4. What do they do?
5. How much time do you spend together with them?
6. How and how long do you know them?

### Job

1. Do you work? Where and how many hours a week?
2. When did you start to work there?
3. Why do you work?

### Financial situation

1. Do you live on your own or are you dependant on somebody?
2. Can you deal with money?
3. Do you have any debts?
4. Where do you spend money?

### School experience

1. What schools did you attend?
2. What did you like there and what not?
3. What were your favourite subjects and why?
4. Why did you not succeed there?
5. What help do you need to succeed?
6. Is there something that you would like to change?
7. How can I support you?
8. What do you need the school certificate for?

### Future plans

1. What are your plans for the future?
2. What do you need to get to this goal?
3. How do you see yourself after 10 years?

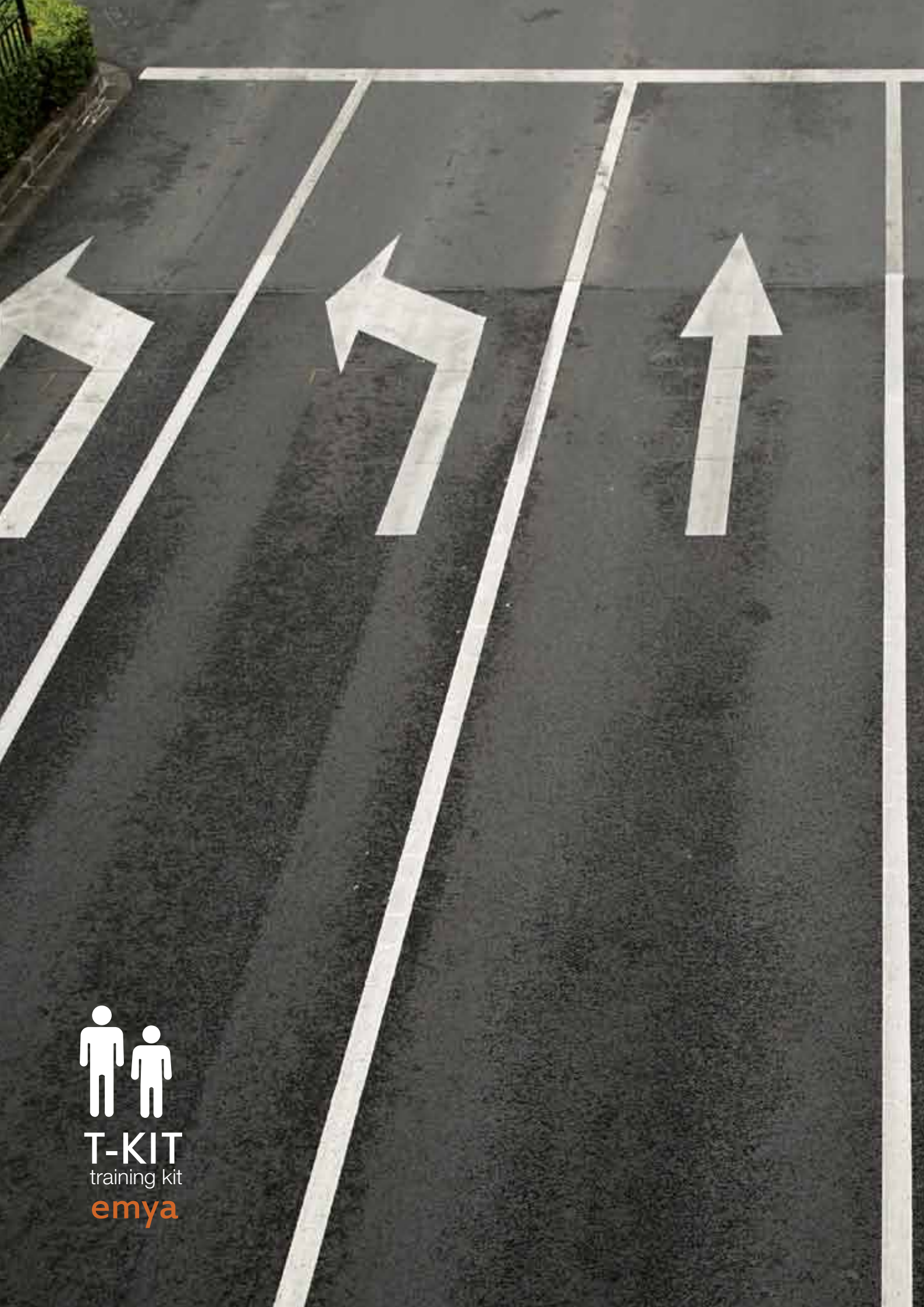
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