

REPORT ON EXISTING EUROPEAN MENTORING PROGRAMMES

Leonardo da Vinci Program
Transfer of Innovation Projects

European Mentoring Network for Disadvantaged Adults



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“Report on Existing European Mentoring Programmes”



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REPORT ON EXISTING EUROPEAN MENTORING PROGRAMMES

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I. INTRODUCTION

The Report on existing mentoring programmes in Europe was developed as part of Work Package 2 of e-Mentoring project. The main purpose of the Report is to research the various mentoring programmes as well as other similar trainings focused on improvement of employability skills and enhancement of social competences. The exhaustive review of the programmes was carried through Internet by the project's Partners guided by Zgura-M as a WP2 Leader. It is found to be necessary the scope of the research to cover Europe as up to now there are too many examples of held and on-going mentoring programmes in geographical areas such as the USA, Canada and Australia. Europe in particular was in the focus of e-Mentoring project research as the partners identified the gap in the easily accessible information specifically devoted to European mentoring programmes.

The Partners used a cost effective method for conducting the research, namely desktop research in websites, databases, ordinary libraries, and other publicity materials. The information was gathered in a specific matrix used for proper and unified data collection. Thus the Partners achieved the consistent and in-depth overview of different mentoring or similar to the mentoring training programmes.

II. OVERVIEW

The research Report covers programmes ran between the years 2001 and 2012. The 39 countries where the described programmes have been deployed or are still running are: Armenia, Austria, Belarus, Belgium, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Cyprus, Denmark, Estonia, Finland, France, FYROM (Macedonia), Georgia, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Moldova, the Netherlands, Norway, Poland, Portugal, Romania, Serbia, Slovakia, Slovenia, Spain, Sweden, Turkey, the UK, Ukraine.

Ireland, the UK, the Netherlands, Italy and Greece were the most successful countries in terms of mentoring initiatives both for unemployed adults and for disabled. The target groups of the mentoring schemes vary from people with different disadvantages such as disabled people, people with educational gaps, and elderly to young entrepreneurs who need to boost their business initiatives. There are programmes specially targeted at disabled people mainly in countries such as Bulgaria, Greece, Turkey, and Ireland but in general they are not the prevailing target group. Most of the projects found are not current projects, but have been implemented in the past.

The Report raises the issue on sustainability of the initiatives because the majority of the programmes have been suspended after the end of the funding period. The funding itself was provided mainly by the EU or the national governments while self-funded mentoring initiatives have not been found.

The Report also reveals huge variety of mentoring topics. There are programmes dedicated to the development of soft skills as well as enhancement of entrepreneurial skills, intergenerational cooperation, development of IT skills, and encouragement of volunteering. In many cases the mentoring was used as a complementary training method alongside with e-learning and group training. However, in countries such as Bulgaria, Ireland, and Turkey specific pure mentoring programmes have been found. In some countries such as Serbia, Montenegro and FYROM the process of introducing mentoring has just been started with specific programmes for training of mentors; they are funded by EU and are

carried out from one week to several months.

As regards the media of the mentoring the most frequently used technologies are the combination between e-mentoring and group work; just e-mentoring or individual face-to-face training were less frequently used. The majority of the programmes were carried out in more than one country in parallel; this fact can be explained with the nature of the programmes which were run mainly in the framework of international projects.

In the majority of the described in this Report programmes the training/ mentoring providers have developed handbooks and guides that fully describe the used methodology, the training model, and the main training subjects. These supporting materials are available online and can be found using the provided URLs. For the oldest initiatives there are e-mail addresses through which the users can contact the coordinators in case of need from the mentioned in the Report supporting manuals.

There is lack of information about the quality and monitoring standards for the most of the programmes described in the Report. This lack of available standards can be one of the possible explanations about another important gap identified in this Report, namely available information about the impact of the programmes on the participating parties. In fact, there are several programmes which suggest statements of the participants or case studies through which the reader may judge on the impact of the particular programme but these are the cases of individuals who are not representative for the general impact of the described programme.

In general we may say that the mentoring is getting more and more popular in the European countries and proves to be very effective tool for supporting of people from vulnerable groups. Mentoring also can contribute to the reinforcement of intergenerational cooperation and gives valuable results when it is used in the volunteering sector. In the recent years the programmes which put emphasis on training of mentors and mentoring providers are getting more popular.

III. EUROPEAN MENTORING PROGRAMMES – COMPLETED and RUNNING



Validation of mentoring

Country: Bulgaria

Objectives: The main objective of this mentoring programme was to increase self-confidence and to boost the employability of disabled people through face to face mentoring. Employers or the professionals participated as mentors were able to increase their awareness towards disability and had opportunity to gain first hand impressions about the abilities and competencies of disabled people. In addition, the long-term goal of VM project was to propose a model for validation of achievements acquired through mentoring.

Activities: Face-to-face meetings of the mentoring couples – 12 couples were matched after preliminary recruitment and matching procedures. In most cases the mentoring couples' meetings were held once a week. However, there were several who used to meet every day, and others, who met each other 2-3 times a week. The meetings were carried out in the mentors' workplaces and one of the couples visited mentor's patients in their homes.

Target mentees, and number of participants: People with mental health problems, physically disabled people, youngsters at risk of social exclusion. Number of participants – 24 in total.

Composition of the team: The team responsible for the implementation of this mentoring programme was selected and purposefully trained by Bulgarian partners of VM project. Three experts participated in the implementation of the mentoring programme, i.e. mentoring facilitator responsible for recruitment and matching of the couples and day to day coordination and evaluation of the programme, and two trainers responsible for the induction trainings of mentors and mentees and for the preparation of mentors and

mentees training packs.

Used technology: Skype, e-mail, telephone, e-communication platform, and face-to-face meetings.

Organisational aspects: The organization of the mentoring programme was made based on the Code of Practice for Mentoring specially designed for the purpose of VM project. It covers all aspects of the mentoring process including planning and implementation, assessment and quality managements, risks mitigation, and health and safety.

Other supportive materials were guides, such as General Guide for setting up of a mentoring scheme, and Training guides for mentors and mentees. The Guides were focused on the practical aspects of the mentoring process as well as on the individual performance and development of the couple.

The mentoring went through five main stages:

1. recruitment of mentors and mentees realized through questionnaires and psychological interview;
2. training of mentors and mentees held in the format of one-day workshops on topics, such as what is mentoring, roles and responsibilities of the participants, how I could benefit from the mentoring, planning and holding of meetings, evaluation and feedback of the mentoring process;
3. matching of the couples accomplished through face-to-face interviews and evaluation of needs and expectations of the participants giving priority to those of the mentees;
4. implementation of the mentoring process – on that stage the roles of the trainers and the mentoring facilitator were minimised, and the couples were able to work independently with interference only in case of need. All mentoring couples worked together in accordance with a mutually elaborated development plan. During the process there was a possibility for revision and actualisation of the Work plan and 25% of the couples used it.
5. evaluation of the programme – it was carried out at the end of the programme through separate questionnaires for mentors and mentees evaluating their level of satisfaction and usability of the mentoring programme.

Impact evaluation: The impact of the mentoring programme has been measured by specific section allocated in the final evaluation questionnaires both for mentors and mentees. The responses have been systematically analysed and made available in the final evaluation report of the programme.

Based on their experience as mentors, they defined some of the advantages

of the mentoring programme:

1. an option for people with disabilities to gain skills useful for their access to the labour market;
2. a possibility for people with disabilities to have an “inside view” of their desired profession, and with the help of their mentor to better orientate themselves towards their duties and responsibilities;
3. a chance for people with disabilities to receive good background on the real working process;
4. an opportunity for people with disabilities to receive support and to feel more self-confident.
5. In their final evaluations of the programme the mentees said that their initial expectations were fully met. Some of the real benefits for them were:
6. raised self-confidence and self-esteem;
7. renewed willingness for job-placement and studying;
8. acquisition of knowledge and practical skills, a chance for professional realization;
9. an opportunity to express themselves;
10. a chance to consider themselves a complete person.

Funding source: European support (1st September 2006 - 30th April 2007)

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Major Outputs:

1. Mentoring DVD
2. General guide for setting up of mentoring scheme

3. Guide for mentors
4. Guide for mentees
5. Code of practice and tool for external verification of a mentoring scheme

Website: www.mentoring-validation.org

The most innovative aspect of this programme was the proposed model for validation of achievements and skills acquired through mentoring. The main tool used for validation was the developed within the project Code of Practice designed to guarantee the quality of one mentoring programme.

For more details see the website of the project.

According to the data collected during the research of the needs employers shared the following important facts:

1. All the organizations insure training/instructions for the newly hired personnel; **72.73 %** lead inaugural training, **22.73 %** - special, **31.82 %** - firm training. Subscale percentages go over 100 because more than one answer was given.
2. **50.00 %** of the organizations are familiar with the fact that hiring people with disabilities may bring benefits for the firm (decreasing taxes, preferences, etc.). **40.90 %** admit like a benefit alleviation of the social funds but **no one** of them thinks that throughout hiring disabled person will increase his/her potential clients. **13.64 %** don't believe they may receive benefits through engaging disabled in the working process.

A significant part of the inquired (**72.73 %**) didn't indicate any possible difficulties in hiring people with disabilities. **27.27 %** answer "yes" but half of them (**50.00%**) emphasize as a problem "low rate workability of people with disabilities; mobility requirements and hard work regime which doesn't answer their abilities". **33.33 %** indicate as a problem "hard procedure to differentiate adapted working conditions" and "low information" of the employers about possibilities for hiring disabled. **16.67 %** hint at "low initiative" on behalf of private sector, "not enough measures and programmes of Employment Agency" and "low information" of people with disabilities about their rights.

The standards, procedures, and tools for quality and monitoring of the programme have been defined by **Code of Practice** which guaranteed the success of the mentoring if the model described in there was followed.

In brief, the quality assurance procedures used within the mentoring programme were transparent application forms for the recruitment of mentors and mentees; well-trained professionals engaged in identification of mentees'

needs and matching of mentoring couples; induction trainings for all mentors and mentees; working plans about the mentoring process of each couple; transparent procedures for monitoring of the programme, e.g. minutes of the meetings, progress reports, etc.; evaluation questionnaires for mentors and mentees; external evaluation of the mentoring programme; certification of mentors and mentees, etc.

VOCA2

Country: Denmark

Objectives: The VOCA project aimed at integrating disabled adults into mainstream employment through appropriate and timely peer mentoring.

Activities: The chosen approach was mentoring. Each disabled person had a mentor who could assess the needs of both the potential employee and the workplace. The mentor would then work with both parties to find solutions to anticipated challenges. The mentoring relationship would continue until the disabled employee and their employer were both satisfied with the outcome. A key aspect of the mentoring approach was that the mentee, the disabled person, would be in an egalitarian relationship with their mentor. Such support should result in more permanent employment for disabled people.

Target mentees, and number of participants: Unemployed disabled adults.

Composition of the team: Fourteen partners from seven different European countries formed a partnership to develop the VOCA2 2006 project, supported by the Leonardo strand of the European Union, to find ways of integrating disabled people into the labour market. The partnership built on the VOCA Europe project which developed flexible vocational training materials to allow disabled people to acquire vocational qualifications in a manner and at a pace to suit them and their circumstances.

CV2 had the responsibility to form the Danish team to carry out the mentoring programme in their country.

Used technology: Web portal specially designed for the mentoring within VOCA 2 project as well as bilateral meetings.

Organisational aspects: The mentor training approach transferred the elements of accessibility and flexibility developed in the VOCA Europe materials since the mentors may themselves be disabled. It was built on

social constructivist principles of learning. This means that the training was built on guided dialogue between trainers and peers as well as amongst peers so that the potential mentors learn as much from each other as from their trainers. The definition of peers extends beyond the training cohort to include all interested parties working in relevant government departments, non-governmental, labour and voluntary organisations so that the mentors in training can benefit from as wide a range of informants as possible. These learning communities were being developed online and were linked by one over-arching community portal in English.

Impact evaluation: The added value from the VOCA2 project lay both in the mentor training approach and in the competence assessment tools which the mentors were trained to apply to the job placements of their mentees.

Funding source: European support

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Major outputs:

1. Project Model - At the heart of the VOCA2 model is a mentor training course to train participants to mentor disabled people who wish to enter the labour market.
2. Voca2 Handbook on the following topics - Chapter 1: Transforming class-based learning into e-learning, Chapter 2: Train-the-trainers, Chapter 3: Competence Assessment, Chapter 4: The post course package, Chapter 5: Piloting a course.
3. VOCA 2 IT and mentor Courses

Website: www.voca.dk/voca2model.pdf

The most innovative aspect is establishing vocational training communities of practice for trainers and people with disabilities in different countries including Denmark.



Access to Professional Training (APT)

Country: Malta

Objectives: The main objectives of the APT were related to the implementation of blended learning approach aiming at ultimate inclusion of disabled students in the mainstream education.

Another objective was to create learning communities/networks for good practice sharing and encouragement and empowering of vulnerable students.

Activities: Within the APT project the following systematic interrelated activities were realized:

1. Training sessions based on modular education on topics, such as social work, study skills and self-esteem;
2. Mentoring through which vulnerable students were matched advanced students as mentors;
3. E-learning through specially designed ODL system.

Target mentees, and number of participants: The mentoring programme in Malta realized within the APT project was targeted at disabled students and immigrants studying or wishing to study at the University of Malta. In the role of mentors were last year students at the University of Malta and young volunteers who wished to gain new experience as mentors.

Composition of the team: The University of Malta and the National Commission for people with disabilities – Malta were responsible for the composition of the team committed to hold the APT programme using blended learning. Three experts acted as supervisors / facilitators, namely a social worker, a trainer, and a university professor. They trained the mentors and also provided a separate training session on social work and study skills both for mentors and mentees.

Used technology: Training workshops, face-to-face mentoring, self-training through ODL system.

Organisational aspects: The main organisational feature of APT programme was blended learning. This approach was based on traditional learning and mentoring. The traditional training sessions were organised in the format of workshops while the mentoring was carried out in the form of one to one relationship during which the students from the upper courses acted as mentors supporting their vulnerable colleagues. The overall duration of the programme was 8 months and 30 hours in total were allocated for one to one mentoring. After the successful end of the programme the University of Malta awarded the participants with certificates for the achieved results.

Impact evaluation: After the end of the APT programme both mentors and mentees identified benefits from their participation. Mentors shared that their role was of great deal for them as they had opportunity to put into practice the knowledge and skills acquired through the university courses. Thanks to the mentoring they got practical experience associated with their future realization as social workers. They also increased their understanding towards people with disabilities and people from vulnerable groups. The mentees also identified many benefits such as increased self-esteem, improved English language, and enhanced study skills. Those who wished to study at the University of Malta passed successfully the admission exams. Other current students at the university who participated as mentees improved their performance within the university courses and thus they stopped being vulnerable.

Funding source: European support (1st September 2006 - 30th April 2007)

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Major outputs:

1. Moodle based educational platform available through the website of the project;
2. Social work training module;
3. Study skills training module;
4. Pilot mentoring programmes in Malta and Bulgaria;

5. Strategy for blended learning.

Website: www.apl-leonardo.org

It developed and implemented an innovative mentoring programme, based on the so called “blended learning” approach.

The approach involved group work, self-learning through moodle-based educational platform as well as mentoring programme where less experienced mentees were matched with highly motivated and proactive students from upper courses.

As a result of such combination the students involved in the APT programme had an opportunity to acquire skills related to their university specialty using non-traditional learning methods. In fact for the first time within this project the mentoring was combined with other teaching methods to achieve ultimate learning outcomes.

The quality and monitoring of the programme was the responsibility of the University of Malta which facilitated the training processes. The participants in the programme completed separate questionnaires at the beginning and at the end of the programme. Through these questionnaires containing open and close questions partners monitored the quality of the programme and got impressions if the expectations and needs of the participants were met. First-hand impressions were collected from the participants through the so-called students’ experiences illustrating their feelings, expectations, and benefits from the programme.



Peer Education – Pan-European Programme (PEPE)



Country: Cyprus

Objectives: This project aimed to address some of the issues faced by people furthest from the labour market and those who were experiencing difficulties in gaining or retaining training or employment due to a lack of appropriate personal skills and behaviours. The project consolidated the work undertaken in the Peer Implementation Project-PIP in training mentors as peer educators to deliver personal development skills to the target groups. It took the peer educator training programme to the new countries of Bulgaria, Greece, Cyprus and Italy and to new target groups in all 7 countries. It created a peer educator trainers training course.

Activities: The Peer Education Programme in Cyprus was coordinated by Synthesis (a private research centre). The programme was divided in two courses, namely training course for trainers of peer educators and Training course for peer mentors.

The Cyprus training of trainers was implemented within 4 training sessions 4 hours each within 4 Saturdays. The participants were 12 in number, legal immigrants in Cyprus. They delivered 4 training units, namely; introduction of PEPE project and mentor's characteristics, communication skills, team building and personal qualities and employment skills. So, they also had a session, not included in the trainers' pack but in correspondence with the participants' needs.

Target mentees, and number of participants: 12 legal immigrants were targeted. They were prepared to work within their communities providing mentoring support on the topics they have been trained.

Composition of the team: For the purpose of the peer education programme minimum two trainers per each partner country (Wales, Bulgaria, Greece, Denmark, Italy, Portugal, and Cyprus) were trained within a multinational workshop held in Cyprus. The trainees covered the following topics: Introducing the peer education concept, icebreaker activities, expectations of trainers, evaluation, disability awareness, communication skills, team building, social skills, personal qualities, peer education training pack, identification of skills needed for peer educators, presentation skills, session planning, reflection, planning activities.

The same topics were expected to be covered in the further peer education programmes held within PEPE project.

Used technology: The main channel for communication and even running of peer mentoring sessions was Mentor Space. It was an adaptation of ELGG, an open-source social networking application, which enabled people to directly interact with each other using online methods such as blogging, private messaging and file sharing. It was adapted by Adastra Education; the e-learning production division of Adastra Cymru Ltd. Adastra adapted the ELGG framework to make it specifically suitable for peer educators to use as an internal communication tool within the mentoring and peer education community.

There was an additional platform called Mentor Space 1-to-1. This was a secure mentoring platform for one-to-one mentor/mentee or peer educator/support group interaction. Peer educators and mentors' supervisors could also access the system, which is therefore based around closed groups generally of no more than three members.

Organisational aspects: The peer education programme in Cyprus was run during the spring in 2011. The participants were 12 in number, legal immigrants in Cyprus. Thus a new target group has been involved as peer educators. The materials used for the implementation of the programme were two handbooks which described the theoretical framework of the peer education as well as games and exercises for the development related to the course skills, e.g. presentation skills, communication skills, team building, personal qualities, social skills, ice-breakers, etc. In addition, the Cypriot partner added one more theme devoted to development of employment skills. The methods used during the provision of the course in Cyprus were PowerPoint presentations, ice-breaking activities, role-play games, group work, and discussion and reflection. Thus the programme ensured maximum involvement of each participant in the training process. The role of the trainer was to facilitate the process and to guide the trainees towards correct conclusions.

At the end of the programme each participant received a certificate issued by the project coordinator Gower College.

Impact evaluation: The best illustration of the impact that the programme had in Cyprus were the collected testimonials from the participants.

Funding source: European support (1st November 2009 - 31th October 2011)

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Major outputs: The PEPE project produced the following outputs to be used as supportive materials during the implementation of peer mentoring programme:

MentorSpace (<http://mentorspace.peermentor.org>)

Training handbook for peer educators

Handbook for training of trainers

Peer education programme

Training trainers programme

Website: <http://www.peermentor.org>

The most innovative aspect of this programme was the involvement of adults (18+) in the peer mentor programmes. In the past there were many peer education programmes bringing together children and youngsters while the PEPE project introduced a methodology for training and education among adults peers.

The variety of target groups who successfully went through the peer education programmes proved that this methodology can be easily adapted to the needs of new beneficiaries in new countries and sectors.

The peer education programme itself is based on wide range of activities, e.g. presentations, exercises, educative games with different level of complexity and success. These vast resources allowed the training of people with different backgrounds and different levels of education.

The programme was monitored by evaluation forms completed after each training day. In addition, PEPE introduced another innovative approach for gathering reflections by the participants, namely eyes and ears. At the heart of the approach are two volunteers from the group who are committed to collate reflections, recommendations or critics by the other participants in the group. Usually, this happens during the coffee breaks, common dinners or within other social activities. Then the so-called 'eyes and ears' report the summarized opinions and conclusions and this information serves as a root for further improving of the quality of the programme.



Creative blended mentoring for cultural managers – CREA.M

Country: Belgium

Objectives: The CREA.M project aims at (i) developing a new cultural curricula framework to foster employability of precarious cultural managers; (ii) developing a new training methodology based on the blended mentoring method to foster creative thinking, entrepreneurship thinking competence supporting the matching between cultural managers expectations and the labour market; (iii) testing a EU creative blended mentoring kit to innovate vocational training in a non-formal and informal setting based on work learning experience and on the learning outcomes approach increasing transparency and comparability and validation by applying the EQF (European quality framework).

Activities: The project is developed through three main steps:

1. A research to map the skills needed in the cultural sector and design a new curricula framework for professionals in the culture labour market, with special attention to the competences acquired in informal settings and the need for entrepreneurial skills;
2. The design and testing of a training procedure based on the blended mentoring methodology and aiming, on one hand, at fostering creative thinking, spirit of initiative, intercultural and interpersonal skills and entrepreneurship competences, and on the other, developing concrete learning objects in a one-to-one (mentor-mentee) relation;
3. A validation process of the competences acquired after the testing phase which will be shared at an EU level.

Target mentees, and number of participants: CREA.M is targeted at professionals working precariously in the cultural sector, who have experience but can't find a placement in the labour market nor have access to C-VET. 18 mentees will be involved in the project activities.

Composition of the team: As the project is under development the

participating partners will take the main role in the future composition of the team who is going to undertake the mentoring process.

Used technology: Face-to-face relationship between mentor and mentee as well as ICT platform.

Organisational aspects: In the pilot testing of the creative blended mentoring 18 mentees directly involved in the project are going to foster their competences and enhance their employability in a co-working experience with 18 mentors.

Impact evaluation: The envisaged impact of the project activities is about 500 people. Moreover the blended mentoring will be developed through an ICT platform to be disseminated by the partner organizations to all their stakeholders (estimated in about 30.000 contacts) to spread and exploit the new learning tool.

Funding source: European support (2011 – 2013)

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Major outputs:

1. Research: skills mapping
2. New culture curricula framework
3. Design of the creative mentoring
4. Creation of the platform for the blended mentoring
5. Pilot testing of creative mentoring
6. Validation framework

The methodology proposed in the CREA.M project is first to identify the real needs of the target groups by mapping/forecasting the skills needed in a competitive cultural labour.

A draft of questionnaire of the skills needed and the learning outcomes and competence is draft based on the consortium experience and then is carried out by sending out questionnaires and interviews to a cluster of 100 experienced cultural managers working in the culture sector in the different

areas of the cultural field of each partner country. Each partner is going to carry out this research on the relevant field of competence to have a global view of the cultural sector.

The data collected is discussed in the international focus groups with 10 relevant stakeholders (public sector, enterprises, cultural managers, policy makers, unemployed) to assess the new needs in the cultural sectors and to incorporate in the new curricula the skills and competences gained through non formal informal learning. The results of the data collecting are going to be elaborated in a new curricula framework which is going to be used as a reference for the development of the creative blended mentoring in what learning outcomes a cultural manager needs to possess.

The structure/training method of the creative blended mentoring will be a mix use of an internal mentor and an external mentor is positive on to levels: the use of intern mentor is a new way of perceiving the role of an internal figure becoming the trainer of their colleagues (cascading effect), moreover the internal mentoring allows team building, development of know-how, and is a transferable model, creates reference figures. The external mentor brings inside new ideas and vitality.

The traditional mentoring methodology divided in 3 phases is integrated by a platform where mentors and mentee can keep in touch.



Mentoring rural women through social networking



Country: Bulgaria – Greece

Objectives: A specific aim is to help rural women empower themselves in order to gain more integration into the social infrastructure and be more active in influencing their social and economic environment. Building of a social network for international rural women- mentors is also planned. There they can share ideas, knowledge and skills,

and empower themselves. The partnership uses e- learning courses from a previous BB (Building Bridges: Empowering women in agriculture to succeed) project and supplement courses with success stories from various countries.

Activities: Mentoring rural women through social networking (MW-Sonet) addresses female rural inhabitants in training and future lifelong learning activities. We assist females to gain new skills, new qualifications, and knowledge and to encourage them to become mentors using the e-learning courses. Women get the possibility to train, mentor colleagues, mentoring is done through social networking.

Target mentees, and number of participants: The main target groups were women who live in rural area. In Bulgaria 20 people were involved as mentees while in Greece 14 people have been mentored.

Composition of the team: One of the main points is search and found the *key-woman* who collect and organize the local target group. She is the direct contact person between the “theoretical” and “practical” project – to lead the idea to the habitat. Knowing the background of a village/rural area is a moving capacity.

Used technology: Virtual social networking and face-to-face meetings.

Organisational aspects: MW-Sonet encourages the participants to share ideas in local, national and international communities. Women-mentors will be trained and a network of rural mentors will be established.

MW-Sonet partners' consortium decided to transfer ideas and results of previous projects - to encourage and mentor rural women to work, gain new skills and vocational qualifications. Women, who become mentors, could mentor their colleagues; spread their ideas and knowledge to local communities. All this teaching-mentoring goes through social networking activities.

The mentoring covered the following topics: Introduction to e-learning, farm shop marketing, communication skills, time management/ planning, herding sheep, agri-tourism, digital backpack and agricultural issues. Each country was entitled to select one or more topics which best suits their local needs and preferences, e.g. Bulgaria commenced mentoring on "AgriTourism" and Greece chose "Communication skills".

Impact evaluation: Outcomes will have a positive impact of rural women for social improvement, self-education and LLL, improving self-esteem awareness of their own special knowledge and of the need to change. Formal and informal learning in MW-Sonet will be accredited following the ECVET scheme.

Funding source: European support (2011)

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Major outputs: Main project outcomes are five e-learning courses transferred, adapted and tested in national and international environments; tools for organizing and managing social networking and guides how to use these tools; initiated and established international and national MW-Sonet communities and a Handbook of good practice, including mentoring skills.

Website: www.mwsonet.eu

The described project implies the so-called BB model which was proved as successful in empowering women who are living at remote geographical areas. This approach has been tested for the first time in Bulgaria and Greece in 2011. It was drawn up by the previously implemented BB project.

"Building Bridges: Empowering women in agriculture to succeed" (BB) was a best practice project realized in LdV (2005 – 2007). The aim of BB was to involve and stimulate farm women active in agricultural communities to become mentors for other farm women in each participating country. Studies and research in Lithuania and other EU countries show that there is a great interest in information exchange, entrepreneurial ways of thinking, in building capacity and self-esteem, lifelong learning and e-services. Women in rural areas feel isolated and do not get proper acknowledgement as farmers and the deep root seed traditions within the profession maintain the male-domination of the sector. Women want to learn from each other, they would like to have professional trainers or mentors. While trying to bridge a gap between cities and rural areas local tele-cottages are emerging in many EU countries. But there are no institutions or courses to motivate and empower rural woman to be active participants in the agricultural community life. Every BB course empowers the women to share knowledge, develop networks, explore further, and develop themselves. The pedagogical model in BB opens doors for the women, gives added value to professional and social life.

During the desk research the quality and monitoring standards have not been found. However, it doesn't mean that this aspect of the process is underestimated or discharged the transparency of the mentoring have been ensured by piloting report published on ADAM database.



ENTER - ENTrepreneurship Enhancement and Reinforcement

Country: Greece – Romania

Objectives: The main objective is to develop entrepreneurship abilities among potential entrepreneurs and to provide them with new business implementation tools.

Activities: The trainees were oriented to acquire a complete knowledge on issues like business plan, company, communication, marketing, finance, innovation management, intellectual property rights, project management and internationalization.

Target mentees, and number of participants: ENTER course is targeted at vocational trainees (level 3 and 4) with a business idea, mainly oriented to technical services. 30 participants per country were selected to be involved in mentoring/training courses.

Composition of the team: Partners in each country had responsibility to form the team who is going to commence the process. Incubation model of the mentoring allows involvement of more than one expert who supports the participants, e.g. national and international business experts and local business leaders who act as individual mentors to those granted as best project business idea.



Used technology: E-learning platform, interactive multimedia content, simulation, digital repository, instant messaging, forum and video conference.

Organisational aspects: The project structure is based in three main concepts: These are training entrepreneurship course, mentoring and incubation.

This structure ensures a very strong impact of the project results and will guarantee the replication of the training/mentoring model.

The trainees have participated in the e-learning pilot course and have acquired knowledge in a range of issues related with creating and managing an enterprise. They were granted with individual mentoring by national and international experts through a virtual learning community. Some of the trainees, selected based on successful business plans, have effectively started their companies.

In the process of learning, the up-to-date learning tools have been fully employed: e-learning platform, interactive multimedia content, simulation, digital repository, instant messaging, forum and video conference. These tools allowed a virtual environment that promoted the enterprise context experience from the very beginning.

Training courses are based on a blended regime, with attending (12%) and online (88%) components.

The e-learning model is based on a two phase process: a blended learning course (available in 5 languages), combining workshops with a set of collaborative and participative activities, and a mentoring phase to support the launching of business projects.

Impact evaluation: The course helped trainees in developing the key competences necessary for understanding of the management process. It also enhanced the trainees' capacity to use their skills in concrete situations and to promote the self-confidence they need to turn their ideas into realistic and feasible projects.

The most successful participants in the programme will start companies that will be hosted for incubation in the local science and technology parks.

Funding source: European support (2009)

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Major outputs:

1. ENTER project website
2. ENTER final report
3. ENTER entrepreneurship e-course

Website: <http://www.enter-project.eu>

ENTER (ENTrepreneurship Enhancement and Reinforcement) is a European project proposing an innovative training and mentoring model for the promotion and adoption of a culture of entrepreneurship in Europe.

The project developed a new model for e-learning that effectively addresses the need to motivate, train and mentor new entrepreneurs that means that contents are based on an interactive multimedia approach, reinforced by virtual entrepreneurial simulators and collaborative activities supported by transnational electronic communication between different trainees' groups. Mentoring and counselling by European experts was also provided through electronic communication tools, including desktop videoconferencing, on a demand basis.

During the research the only one standard that has been identified was the description of the recruitment procedure for the participation in the ENTER course. The mentoring process itself was held primarily in virtual environment which ensures the transparency of the process as well as an easy option for the tracking of the programme. Inclusion of national and international business consultants also contributed to the quality assurance of the process.



International Operation Agent II (IOA II)

Country: The Netherlands – Malta

Objectives: The aims of the IOA II project are (i) set up a new method for an international (in addition to national) training course-operated on an international level and in an international setting-with teachers of the partner countries; (ii) design a new module “International Strategy of VET-organization” for this training programme; (iii) design a guideline for mentors to practice IOA-mentoring; (iv) further design the self-assessment tool-an instrument to identify the competences and knowledge of the trainees.

Activities: The project IOA II offers a training course for teachers who are involved in all kind of international activities and a model for mentoring. After the project partners have developed a training course, which is useful for all interested VET teachers in Europe, active in the field of internationalization, the IOA II training programme will equip the IOAs with competences to conduct the key international activities in their organization. In addition to the teachers/international coordinators, the students will also benefit from the impact of the training.

After refining and adding a new module “International Strategy of VET-organization” there is a training course available on the website for teachers who are involved in international activities. After the participant has filled in the self-assessment he will know his international competences. The training course can complete the missing competences.

The training course helps the participants to improve their business English language and communication skills, increase their intercultural competence, develop their mentoring-skills, coach and guide students abroad, write a project plan, manage an international project, build a network, embed internationalisation in their school or organisation, share knowledge and best practices on an international platform.

Target mentees, and number of participants: International coordinators, coordinators for international work placements, project leaders of international projects or teachers in VET or secondary education, who want to work in international projects and activities. Each group is formed by 15 participants.

Composition of the team: The course is held three times a year, once in the Netherlands and twice in Malta, with a maximum of 15 participants per group. Partner in Malta is ETI (www.etimalta.com), which specializes in business language and communication skills training.

The course runs for one week (Monday to Friday) and includes business English, intercultural training and interactive workshops on core internationalisation skills. The workshops are led an expert on intercultural competences and an experienced trainer on Internationalisation.

Used technology: Online communication and group work.

Organisational aspects: Before starting to study the learning material participants are advised to fill in the self-assessment tool. The tool measures their knowledge and competences which are necessary to fulfil their work in the field of internationalisation. Based on the results of the self-assessment tool they make with support of their mentor a personal development plan. Together with their mentor they decide which modules they will study to upgrade their knowledge and competences. The website also contains a guideline for their mentor, which explains the way he/she can help them. IOA-Training Programme (International Operation Agent) provides an international, blended learning (English language) training programme which develops the professional international competence of teachers and international coordinators working in vocational (VET) and secondary general education. A central part of the IOA-programme is the transfer of knowledge from more experienced actors to beginners/newcomers with the help of mentoring

The IOA-learning materials are openly available on the internet; the training process is provided by a selected training institute.

IOA-mentoring aims at supporting newcomers or less experienced international coordinators of VET organisations in developing their professional international competences. IOA-mentoring is linked to the

themes/modules of the IOA-programme. This means that IOA-mentoring can sometimes include aspects of tutoring. However, the IOA-mentor is not expected to be a theoretical expert of the IOA-modules' contents. Neither should the mentor make the mentees study the IOA-contents - that is the mentees' own responsibility.

The IOA-mentor is first and foremost a professional who is well experienced in the international activities of a VET-organisation, and who is willing to share his/her knowledge and experiences to the mentees. The ball is with the mentees: they ask for the mentor's assistance. The themes/modules of the IOA-programme have been selected on the basis of a European survey which was addressed to VET personnel who take care of international activities in their respective organisations. IOA-programme includes themes which were considered to be the most important by the international respondents.

Impact evaluation: The project conducted a pilot mentoring course which remains sustainable even after the end of the project. The participants may apply for EU full or partial funding. There are two options either through Grundtvig grants or through LLP Mobility programme. Any other evidence for the impact has not been found during the desk research.

Funding source: European support (2009)

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Major outputs:

1. IOA learning material
2. Workbook
3. Mentor guideline
4. Self-assessment tool
5. IOA training course

Website: www.ioagent.net

The international scope of the mentoring programme can be considered as

major innovative element alongside with the topics of the mentoring, e.g. increase of participants' intercultural competence, coach and guide students abroad, etc.

An important aspect of the quality and monitoring of the programme was the self-assessment tool completed at the very beginning of the programme by the participants. The results were supposed to serve as mapping of the skills and knowledge which needed further improvement.

The project consortium has identified rigorous circle of the training programme spread in 8 phases that guaranteed the quality and the proficiency of the process.

Phase 1: Decision to offer IOA-programme and IOA-mentoring in the VET organisation.

Phase 2: Selecting mentors and mentees and matching them as pairs or small groups (there can be e.g. one mentor and three small groups of mentees, or other combinations).

Phase 3: Getting mentors and mentees acquainted with their roles and duties.

Phase 4: Selecting focus areas of professional development based on the IOA-programme's contents.

Phase 5: Deciding on the mentoring schedule and forms (e.g. face-to-face + chat).

Phase 6: Going through the mentoring programme by applying the IOA-mentoring model in a suitable way.

Phase 7: Evaluation of the process.

Phase 8: Ideas about future development.



NewsJob - Becoming Entrepreneurs! Developing New Skills for New Jobs

Country: Greece

Objectives: NewsJob has the following aims:

1. Increase the opportunities of being reintegrated in the labor market for over 45 unemployed, towards the achievement of European strategy 2020 goals through the development of transversal key-competences (ref. Racc. 2006/962/CE) and 'non-routine skills' (ref. 'New skills for New Jobs' COM(2008) 868).
2. Testing an Integrated Learning Model (ILM) for the development of such competences, which take into account knowledge (blended approach), skills (internship) and attitudes (mentoring) – testing phases take place in each country with a max of 20 unemployed over 45 people (50%women).
3. Compare/insert competences acquired through ILM with ECVET framework in order to improve VET recognition and qualification system at country level.
4. Support the 'new entrepreneurs' in creating a company or self-employment activities through ILM's implementation and the involvement of different social partners (SMEs associations, trade unions, VET organizations etc.).

Activities: NewsJob tests an Integrated Learning Model (ILM) targeted at over 45 unemployed through the implementation of the following 'core-actions' of the project:

1. Production/localization of e-learning (totaly 26h, in 6 languages) for the development of transversal key-competences (KC4,5,7) in particular entrepreneurship.
For e-learning localization will be used on line modules belonging to Progetto Trio (www.progettotrio.it), the web learning system provided by Tuscany Region (IT).
2. Identification/selection-through the involvement of social partners- of final beneficiaries over 45 unemployed (max. 20 in each country), e-tutors, retired entrepreneurs as mentors.
3. Planning and managing in-site training target at over 45 unemployed (32h),

- e-tutors (24h), and senior mentors (12h).
4. Implementation of mentoring phase = towards the creation of their own business for over 45 - and internship phases= with the involvement of SMEs.
 5. Compare key-competences acquired with ECVET frameworks.
 6. Definition of agreements with social partners for the insertion of best practices within VET policies at local, regional, national levels.

Target mentees, and number of participants: Adults who need to renew their skills and knowledge in order to be successfully reintegrated on the labour market. Over 45 participants will be mentored.

Composition of the team: The project is targeted, more than over 45 unemployed, also at VET e-tutors, with some experiences in companies and the labour market; the retired entrepreneurs for becoming mentors, along with SMEs for internship activities.

Competencies acquired by over 45 unemployed will be compared and inserted within ECVET framework with the aim of enlarging its use within the VET system.

Used technology: E-tutoring and face-to-face mentoring.

Organisational aspects: NewsJob will test an Integrated Learning Model (ILM) for the development of transversal key-competencies (Rec. 2006/962/CE) and 'non-routine skills' (ref.'New skills and New Jobs' COM(2008) 868), paying specific attention to entrepreneurship skills, focused on (i) knowledge: through blended learning (20h e-learning and 32h face-to-face training); (ii) skills: through internship in SMEs (2 months); (iii) attitudes: through mentoring actions.

Impact evaluation: The project partners predict the following impact: Exploitation plans at country level; comparison between qualifications and ECVET framework; agreements/protocols will be signed with social partners in order to multiply the effects of NewsJob method and tools; Web Learning Group (WLG) with a specific 'learning community' (WLG) as a virtual space which support participants and the VET system in implementing and transferring methods and experiences; Guidelines on project methodology and results.

Funding source: European support (2012 – 2013)

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Major outputs:

1. Training and testing activities as e-learning modules (20h) and web 2.0 tools (micro-blogging, social network, e-portfolio etc.),
2. Educational programmes and the related test of training activities targeted at e-tutors (24h), over 45 unemployed (Blended Learning Package – 52h), senior mentors (12h),
3. Internship plan for the work experiences in SMEs,
4. Business plans for the development of the business-idea by the over 45 adults.

Website: www.newsjob.eu

The project proposes innovative concept based on exploitation of various training approaches such as e-tutoring, face-to-face mentoring, internships, and learning through training modules. For the first time retired professionals will take the role of mentors and thus their professional life will be expanded. The combination of different training methods will give added value to the programme and will increase the opportunities for effective reintegration of the unemployed adults.



HISS - Help to Improve Soft Skills

Country: Belgium



Objectives: HISS – Help to Improve Soft Skills is a project that aims at transferring existing tools on screening soft skills, workplace learning methodologies and mentoring methodologies already developed to be used toward certain target-groups and a specific reality, into a wider range of target-groups.

Activities: Main activities are (i) adapting the existing screening of soft skills methodology to be used toward different target-groups and in different realities; (ii) adapting the existing workplace learning methodologies in order to be used for the development of soft skills, wide range target-oriented and transversal at geographic and sector level; (iii) adapting the existing mentoring methodologies in order to be used on the supporting of soft skills development, wide range target-oriented and transversal at geographic and sector level; (iv) develop an awareness-raising concerning SOFT SKILLS at a European level that have a determining role in the competitiveness of organizations, beyond their role on personal development.

Target mentees, and number of participants: Students, people in labour market employed and unemployed, younger job seekers, employers; sectors of activities (including education, traditional economic sectors of activity such as Footwear) and different realities encountered at European level.

Composition of the team: The key role in facilitation of the training programme was given to the so-called HISSTOOLBOX. There, participants can access the training modules, can contact the e-tutor, and can run training sessions.

Besides the e-learning the participants had a chance to be mentored by retired professional who equipped them with necessary skills for finding new job.

External interference was minimised and the Belgium organizations were responsible only for administrative management of the training process.

Used technology: Face-to-face contacts and HISSTOOLBOX.

Organisational aspects: The 3 operational work packages will run almost in parallel and there are some activities in common such as tests; the results will be concentrated in one product - the e-toolbox for soft skills. Those 3 operational work packages are follow the same structure of activities including one development cycle constituted by the following steps: analysis and first transference; blind testing phase where a first test is provided after short adaptations of the original material; development of the improvements; confirmation testing in different target groups; consolidate the product and translations. All 3 work packages will end together at the same time in a common activity which consists in the production of the e-tool-box for soft skills.

Impact evaluation: A political proposal to upgrade Europass should be drawn from the experience vivid thought the implementation of the project, in order to increase the importance of soft skills in that instrument.

At an internal level a branch of product are expected as well, such as an Agreement for sustainability of the partnership and exploitation of final products, and the correspondent Reports and conclusion on evaluation.

Funding source: European support (2009-2011)

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Major outputs: The main product that will outcome from the project is the e-toolbox for the screening, development and mentoring of soft skills, which will include and handbook on screening and selection of personnel; handbook

on motivation and workplace learning, training methods and handbook on mentoring.

All those tools combined in the E-toolbox will be available in 6 languages in electronic version posted in the project website.

The HISS project proposes innovative model of mentoring where the emphasis is put on the development of soft skills. The mentees can acquire or redevelop their knowledge through the HISSTOOLBOX, officially launched within the project. It offers manuals, guides, games and diagnostics to read, download or use online, for all of the following: screening and development, motivation and support of workplace learning, and mentoring advice and guidance.

Quality Management will be taken into account by the consortium as a transversal matter concerning project life time and activities/tasks, and linked to the project management. This conceptual approach involves a panel of experts in the training and education issues, constituted by external representative of all stakeholders related to the project (company, trade union, VET org., centre of certification of competencies, schools,...) which will perform the external evaluation (continuing follow up the project, its objectives, results and impacts, according to a board of defined key-indicators which is posted in the project website; a self-assessment system, which will be based on the Questionnaire of EFQM (booklet "Determining Excellence, Taking the first steps" a questionnaire approach).



Virtual Pre-Incubator Accelerator II

Country: Cyprus, Greece

Objectives: The project aims to create better opportunities for easy and low cost access to continued professional training and advisory services for a specific target group including students, graduates, and people at research and education agencies, inventors and women.

Specifically, the main project aims are (i) to encourage entrepreneurship and innovation through the provision of business training, a virtual learning network and mentoring start-ups, in order to increase business creation and levels of sustainability in the EU; (ii) to develop a new specialized training system based on knowledge and good-practices in the management of high-tech business and to disseminate it across Europe through a multinational training network, seminars and learning materials; (iii) to facilitate admission to incubation programs by using the on-line sessions, visiting schemes to business incubators, individually designed courses and other didactic materials to cover the needs for training of their staff and/or tenants and start-up enterprises in the technology sector; (iv) to encourage entrepreneurship within scientific and technical university courses. This would help to enhance awareness within the research community of the opportunities that exist to commercialize new scientific developments. (v) Better linkages between businesses and potential entrepreneurs, through apprenticeships or Universities could also be envisaged.

Activities: The virtual pre-incubator - ViPiA was created with the purpose of providing an environment where “would-be” entrepreneurs with a seemingly feasible business idea, were subject to a learning process that helped them acquire the diverse tools and skills needed to transform their idea into a viable business start-up. The virtual pre-incubator provided, in the first stage, effective IT-enabled business e-training to hundreds of “would-be” entrepreneurs and in the second stage, real-life exposure and interaction with select business incubators to, help them transit seamlessly from the pre-

incubation phase to the incubation one.

The Virtual pre-incubator provided to “would-be” entrepreneurs valuable resources and services to assist them develop their venture concepts to a level that they were presentable/attractive to potential angel investors, incubators and other support institutions. Services included courses in entrepreneurship, a step by step “idea evaluation process”, business plan preparation, mentoring and events, at which ideas were put forward to solicit feedback and support.

The modules available on the online platform that were developed by the consortium following the identified needs from the TNA report are business idea, entrepreneurship readiness, start-up financing, IPR basics, product/service, market analysis, marketing plan, production and technical resources, financial and economic aspects, investors summary, PAM expanded and presentation skills.

Target mentees, and number of participants: Students, graduates, people at research and education agencies, investors.

Composition of the team: The team who provided the trainings comprised of experienced entrepreneurs and mentors who guided the participants through the practical aspects of the training content.

Used technology: VIPIA II modules could be followed either in the framework of a blended learning training programme or as an online course for would-be entrepreneurs.

Organisational aspects: The responsible partner for the development of the evaluation report of the pilot course was META Group. The pilot testing was performed in three phases: These are internal pilot testing, first pilot training event and second pilot training event. META was supported by partners in performing the task, in particular FE, HA and partners hosting face to face events. To perform the assessment following the pilots, META developed two different questionnaires to be submitted to trainees.

Internal Pilot Testing; META Group was involved in the testing phase of the platform, participating to the Orientation phase (conference call with all the partners simulating the participation of trainees to a real training), and provided feedback for technical improvements. Following the orientation meeting, META navigated the platform and went through all modules in order to extract further suggestions, identify critical issues, and highlight eventual

technical failures.

First pilot training was organised in Amsterdam in July 2010. At the end of the training a questionnaire was circulated among trainees and partners in order to assess the pilot and distillate suggestions for improvement of the training. In addition to what foreseen in the DoW, a further internal cross-consortium assessment was performed, in order to improve the quality of the modules. The results were collected in the deliverable “assessment, reviews and improvement of training modules”.

Second pilot training event (face-to-face training workshop) was organised in the Technopolis of Thessaloniki ICT Business Park, 28th of September 2010. At the end of the training another questionnaire was circulated among trainees in order to verify the sound delivery of the training and promote further slight improvements. Results of the assessment were collected in the deliverable “face to face session of the second pilot”.

Impact evaluation: VIPIA Project was a success for the target group during the project pilot testing period the potential audience rated the tool as very good in terms of relevance and usefulness. The follow-up project (VIPIA II) enabled the partnership to build upon the strengths of the first project, respond to the needs of the new partners integrate the results and therefore create an even more powerful tool for business support providers.

Funding source: European support (2008 – 2010)

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Major outputs:

1. Handbook
2. Training modules online/ Online learning platform
3. Evaluation report of the pilot course
4. Training needs analysis report
5. Web forum

VipiA II is innovative in that it will involve the preparation of an extra module on seed financing that will include:

1. Issues to consider entering new markets
2. Venture capital - an overview of the basic issues for entrepreneurs
3. Building a winning team
4. Becoming investment ready
5. A glossary of venture capital terms

Another important innovation is the imposed model of business incubation tested within the VIPIA II project.

The mentoring itself was used as complementary tool for optimizing of learning outcomes.

The partners used two types of questionnaires for gathering of feedback by the participants. There was a time distance between the completion of first and second questionnaire to ensure that the assessment and recommendations were realized and comprehensive.



ROMEO

Country: The Netherlands

Objectives: The main goal of ROMEO (to Reinforce the Organizational competences of young salaries and women by enterprise MEntOr) is to develop a set of online training modules for both target groups, to test them in every partner's countries and to disseminate and valorize the project outcomes as widely as possible.

Activities: The ROMERO project plans to deal jointly with both questions. The project considers them as supplementary resources for economic and social development. It plans to integrate and transfer the outcomes of DOSY, ARCHIMEDE and INTERFOC, so as to improve training solutions designed to develop organisational skills of companies' staff, together with implying senior workers into company mentoring.

The source projects (DOSY and ARCHIMEDE) have developed training modules for company tutors and for company staff (organizational skills). These modules have been implemented so far in Italy, Finland, Spain and France with several hundreds of people (company mentors and tutors, training managers...). INTERFOC methodology is based on online interactive case studies, using problem solving methodology. This project has been widely used by its partners, including the French Electricity Company (EDF), to train its non-professional occasional trainers.

The strategy selected by DOSY and ARCHIMEDE belongs to CBL (context-based learning), which is another version of open learning methods, taking into account the trainees' professional know how, as well as company tutoring, peer group training and personalized learning. These methods will be reengineered so that they fit with present e-learning technologies and methodology, with the idea of transferring the new set of tools (ROMEO) to other countries.

The online training modules are the following:

- Module 1 – Self-management
- Module 2 - Identity and role
- Module 3 - Sharing Information, learning and innovation
- Module 4 - Communication and Cooperative work
- Module 5 - Change Management
- Module 6 - Quality Improving Process

Target mentees, and number of participants: The first target group is made of ageing workers (above 55 years old), who can be either tutors or occasional trainers. Mentors, tutors, and learners are the key actors in that process. The final beneficiaries will be the younger workers, and women arriving or coming back on the job market, in those companies which are implementing a process of change.

The ROMEO project plans to help people aged 55 or more to evolve towards responsibilities of company mentor (tutor, occasional trainer...), by developing online training modules specifically designed for their target group, using the model and resources already developed by the INTERFOC project. INTERFOC is based on assisted self-training using problem solving methodology.

The importance of these company mentors will be central in the process of acquisition of key competences by younger staff as well as by women coming back on the labour market after a break in their professional career. 15 mentors and 15 young salaries/women participated in the training in the Netherlands.

Composition of the team: Worker and mentor will cooperate together through these modules in order to reflect and learn from each other. In the Romeo Project, though, a new module is being tested and assessed. It should provide only on-line modules, without totally excluding the support of paper ones, based on the target group which will have to use them. Therefore, the model of self-study learning will be based mainly on the following educational strategies:

1. Self-study learning
2. Self- study learning supported and shared with support person (mentor)
3. Self- study learning supported and shared among peers
4. Self- study learning supported by ICT tools (net and e-modules)

The available tools are:

1. Modules of self- study learning (in the planning phase: module of reference)
2. Modules of self- study learning supported and shared with support person (mentor)
3. Modules of Self- study learning supported and shared among peers

There will probably be a single model which will be used by different stakeholders in a flexible way and within the context. As long as the learning module is concerned, the work group has given an example model which is composed of three different levels:

1. Investigation about the content related to the competences to be tested and adopted.
2. Interactions among peers, among peers and support personnel and among the latter.
3. Autonomy in terms of learning and assessment of learning.

Used technology: E-learning and mentoring support through CBL (context-based learning).

Organisational aspects: The Romeo Project receives from the previous projects the important legacy of giving a context to the learning process and to the work on the project. This important aspect, acknowledged and shared also by the consortium/partnership of Romeo makes the process of acquiring competences, indicated in the project, possible only if two fundamental conditions are to be respected the subject must be placed in diverse environments and situations; the necessary competences must be coherent with the characteristics of the subject. For this reason, the Romeo Project promotes the informal and no-formal learning in a particular context and it has to be shared with all the other stakeholders of the context.

In accordance with the Romeo Project, competences are not only acquired through theoretical learning - before and after the work insertion- but they may be acquired together with the exercise of a professional activity in which there are different and active stakeholders, situations to manage and contexts to analyse.

Therefore, the principles of planning on which the Romeo Project's methodological approach is based upon are the learning by doing together with the learning by sharing, where all the stakeholders of the context are fundamental actors within the learning process. The Romeo Project is testing a model of learning, composed of methodologies,

strategies and educational resources for training workers capable of developing both traditional transversal competences and competences of sharing and cooperate. They should be able, eventually, to first take part into complex situation, second to analyze and manage them in order to represent an added value for all the contexts. For this reason, the learning process is characterized by an active role of all its participants the worker and the support person, which, in this case, is the Mentor: Network based shared collaborative Learning.

Funding source: European support (2009 – 2010)

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Major outputs:

1. Online modules for training of mentors in 7 languages (EN-FR-CZ-NL-DE-GR-IT)
2. Experimental training of 15 mentors in the 6 partners countries
3. Training model (specification guidebook) for training of mentors
4. Online modules for training of young salaries/women in organizational skills, in 7 languages (EN-FR-CZ-NL-DE-GR-IT)available from August 2009
5. Experimental training of 15 young salaries/women in the 6 partner countries
6. Training model (specification guideline) for training offer in the field of organizational competences
7. Innovations laboratory: forum for decision makers inside the project website
8. Policy recommendation guidebook for decision makers and operators

Website: www.romeo-project.eu

The innovation of ROMEO Project is that the learning process is not carried out through different levels and between workers and mentors, but together in a new “Shared Network Based Collaborative Learning” to indicate and highlight the new interaction between all actors involved in the learning process.



European Outplacement Framework – EOF Vocational Support for People with Difficulty on Employment Access

Country: Slovenia

Objectives: The main aims were to enhance the technical competences of tutors and mentor by special knowledge in pedagogic as well as human resource management in order to advice and counsel the job seeking trainees to get an adequate job. This knowledge was trained by a series of several days’ seminars.

Activities: EOF was a project, which focused on the professional reintegration and successful career-planning of people in training and further education. In the course of the project, tools and methods have been developed, which support trainers and human resource managers in their tasks as tutors and mentors within the framework of outplacement activities.

The outplacement-tutors/mentors support the trainees from the beginning of the training (tutors) respective of the job entrance (mentors) by counselling and guiding. The tutors/mentors strengthen the trainees in their personal development; help to reflect their personal and vocational biographies in order to plan successfully the careers. The main objective is to support the trainees in performing a secure appearance at job applications and assessment procedures as well as to give them counselling in general, which is adapted to personal needs, competences and future perspectives. The mentors in the companies also provide support to the trainees and foster them in their vocational careers.

The outplacement support creates employment opportunities and motilities on the European labour market. These people will offer support for unemployed people from all EU countries during their job seeking process.

Target mentees, and number of participants: Tutors, mentors, trainers, counsellors; HR managers and masters. Learner group size consist of 8 - 12

participants per mentor-workshop (minimum 7 persons in each seminar).

Composition of the team: URI-Soča invited participants from different companies, especially those they have good cooperation already. They wanted to give that mentor extra knowledge with this seminar course, which would improve their work with their clients (persons with disabilities). URI-Soča invited them by phone, e-mail or personal invitation. They informed other enterprises via Chamber of Commerce and Industry of Štajerska and Chamber of Craft Maribor. The team trainers responsible for mentor course were from URI-Soča, they invited also two experts from Employment Service and another provider of vocational rehabilitation.

Used technology: Manuals and group work.

Organisational aspects: The EOF project highlighted the importance of good training of mentors as a pre-condition for a successful mentoring programme where mentees are able to take advantage of the skilled mentor. Therefore the mentors went through specialized course for acquiring of knowledge and competences defined as necessary for a good mentor.

Content of the seminar includes counselling process for unemployed people or people facing social exclusion respectively; dealing with vocational institutions and establishing cooperation - examples of good practices; basics of coaching and its techniques.

After completion of the training seminar mentors were supposed to cooperate with other key actors in the project namely tutors. The cooperation has been established through continuous networking activities which followed the training seminars.

After the full completion of the course the mentors had responsibility to work with people who need support to successfully enter the labour market or to retain their job. More qualified mentor will contribute to a quality successful integration of job seekers (persons with disabilities) into a labor market. The participants are more competitive and successful at employment. Mentors get new skills and do their job better.

Impact evaluation: "Pedagogical and didactical trainings for mentors in companies" in Slovenia are trainings which are helpful for students practical work. These trainings are important term that companies can apply for verification of practical work placement for students. In Slovenian partner's

opinion, it will be very useful to implement also the MTG to these mentors, because they use them also in the process of working with unemployment people and also with people who want to be more flexible in the labour market.

Funding source: European support (2011)

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Major outputs:

1. Good practice catalogue - The catalogue consists of 13 tools, which are described along the following line: target group, framework, duration, purpose, networks, criteria for success, benchmarks, finishing line, and description of the methodology, didactic and learning style and the provenance of the tool. Each tool is closed with the final issue of "notes", which is an empty sheet of paper, where you can write down all your experiences, accomplishments, changes and much more about this.
2. Adapted Methodological Guide - The methodological guide is dealing with the topics of "Mentoring" in companies and "Tutoring" in training institutions. It describes the theoretical approaches and the practical guidance as well as the advantages and benefits of such a model
3. Seminar programme for tutors and mentors - The contents of the seminars are referring to the role of a counsellor, the different counselling situations, new methods and approaches in counselling with the emphasis on communication and conflict management. Moreover there is a lot of space for exchanging experiences between tutors and mentors and building up networks as well as future cooperation. The seminar program describes a 3-days training for tutors and mentors, who want to empower their competences as counsellors and advisors for trainees, who are also searching for a new job or new challenge in the company.

Website: www.eu-eof.net

The project provides innovative concept where mentors and tutors work together to ensure that job seekers receive qualified support for better

performance at the work place.

The project uses various methods such as networking and outplacement.

There were two types of evaluation namely evaluation of the process and evaluation of the results.

The quality criteria used as basis for the evaluation process are relevance, efficiency, effectiveness, impact and sustainability.



Highly Educated Retirees Mentoring Early School Leavers (HEAR ME)

Country: Denmark – The Netherlands

Objectives: The HEAR ME project wanted to educate senior citizens to become mentors for youth at risk of marginalization and/or school dropout.

Activities: In mentoring projects many different mentor roles have developed depending on the context of the projects. In Denmark for instance, the community centre setting where mentors and mentees first had to gain mutual respect for each other, developed primarily the mentor role of a bridge-builder between the life world of the young people and other aspects of society (school, work, culture). The mentor course is crucial for the success of the intergenerational work.

Target mentees, and number of participants: In Denmark the number of mentors during the project was nine (three women and six men). Their ages range from fifty to seventy-six. Their educational background ranges from Higher Education (not academic) to Vocational Education to upper Secondary School.

The Dutch evaluation shows that the ten mentors they had were highly educated, white and came from better environments. Their ages range from fifty to seventy-two.

All mentees were young people with a (high) risk of dropping out of school.



Composition of the team: The mentor course and the possibility of sharing and action learning have been crucial for our projects. There are many pitfalls, and it is as important to be careful when matching the seniors and the youth as to be attentive to signs of malfunctioning relationship.

The most successful recruitment is likely to be from existing social action organizations used to working in these areas. All participating countries have worked with organizations that are specialized in working with young people and early retirees, or who have contacts within this field, to recruit mentors. It ranges from the Refugee Council to the Workers' Union, from the Fit and Healthy Elders Project to a local church, from local management companies to the elders project of the university.

In general the most effective recruitment method has subsequently been through newspaper or magazine coverage. This raised interest, which led to face to face meetings. For example, in the Netherlands Dutch coordinators wrote an article in Hovo magazine, through which fifteen willing elderly mentors were easily found. However, the context in which the project takes place, determines the effect of newspaper and magazine coverage.

The Dutch evaluation furthermore shows that elder mentors have the desire to talk much before they sign up for the project. They all wanted an interview and this takes a lot of time.

Used technology: In the two countries the mentoring was carried out in the form of face to face meetings between the mentor and the mentee. The complimentary technology used within the project was e-mail and telephone. The frequency of the meetings ranged from once a week to once in three weeks.

Organisational aspects: The courses were organized in different ways as they had to fit the local contexts. Despite the differences in the mentor program in the five countries there are many common elements of the courses. These are mentoring & different mentor roles; voluntary work, social capital and networking; young people, (life circumstances, life world, and psychological development); multiculturalism (religion, gender etc.); ethics. Input/reflection on those themes combined with training of communication skills and active listening.

In all courses the didactic has been experience-based and action learning has

been used as a method. Narratives have played a role in different ways, some partners have used life stories, others have used narratives and storytelling as approaches to collect and condense important experiences from the mentor's relationships with the mentees. The courses have been characterized by a play-full approach and dining and socializing have been important components. At the same time serious coaching and supervising have been used as important and necessary methods to reflect on experiences.

Impact evaluation: The Mentor Course educated mobile and resource strong retirees (55+) who wish to make a social contribution to society but do not have the qualifications. They learnt to act as mentors providing help and guidance to early school leavers (15-25) with special needs and lacking networks in order to support their educational goals. They provided mentees with social capital by focusing on their professional and social skills and stimulated them to remain or return to school.

Retirees remain active, make a social contribution and feel purpose in their life.

Course for providers responded to the educational challenge of the elders by transferring knowledge, skills and good practice to further education on educating senior citizens in voluntary social work.

The senior citizens involved in the projects in the different countries enjoyed the mentor course and the mentoring. They were happy to be able to contribute to the young people but they also really enjoyed the social setting with peer-mentors and trainers/trainers and found this very meaningful.

Funding source: European support (2010 – 2011)

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Major outputs:

1. Mentor Course package
2. Course for future providers of the mentor course

3. Pedagogical material for mentor course (in Danish, Spanish, English, Dutch, Finnish)
4. Pedagogical material for course for providers (in Danish, Spanish, English, Dutch, Finnish)
5. Project web site with project information and downloadable folder and booklets

Website: www.viauc.com/hearme

In relation to mentoring HEAR ME project team reinvented the strong combination of bonding and bridging: two different aspects of mentoring that have to be balanced. During the project the partnership found out that intergenerational mentoring in fact is innovative: it is not only about the introduction of a method, it is also about the introduction of a new way of organizing a “welfare service”, an initiative that contributes to social cohesion and wellbeing in the European countries.

The evaluation and the monitoring of the programmes in the two countries were based on the establishment of reliable tools for evaluation of the needs and the progress of the couple in each stage of the mentoring process. The special attention was paid on the recruitment and the matching of the couples. At that stage the tools differed depending on the local circumstances, e.g. in the Netherlands the recruitment interview was used whereas in Denmark the publications and questionnaires were the recruitment tools.

In the mentoring activities clear record mechanisms were applied to ensure that the topics and the achievements of the couple became available for the project reporting needs.



EU Business for IT SMEs - Developing a New E-learning and E-Mentoring Solution for Small and Medium Sized Enterprises in the European Information Technology Sector in Order to Develop Their European Business Culture

Country: Romania –Slovenia

Objectives: The primary objective of the project is to develop a new comprehensive e-training method for IT SMEs based on two e-learning courses; one at corporate level and one at project level. In order to promote and increase IT SMEs’ ability for innovation and further developments, EU Business for IT SMEs offer an e-Course combined with e-mentoring.

Activities: The project developed and implemented a new comprehensive e-training programme for European micro, small and medium sized enterprises in the Information technology sector. The e-learning course was complemented by an e-mentoring service by creating a personalized training programme that provides an option for interactive on-line consultations. The development is justified by extensive needs analysis and it is aimed at satisfying the demand for continuous training to maintain competitiveness of the workforce in the changing economic environment.

The project helps to understand the changes occurring in the new business environment in relation with business skills, legal environment, cultural differences, communication, etc.

The project’s e-training programme and the complementary e-mentoring service will motivate SMEs from the IT sector to seek possibilities for trans-European business development and a more intensive participation in European and international tenders, projects and joint initiatives.

Target mentees, and number of participants: The project targets both IT SMEs and training institutions. They will be trained to mentor IT SME managers.

This new method can be practiced in their everyday educational activities or used in other workplaces.

Composition of the team: The original project idea was to organize online communication among all participating parties. Therefore the tasks of the team responsible for the delivering of the mentoring were quite limited. They had roles, such as planning of the process, development of methodology and the working paths, launching of an e-platform for communication between mentors and mentees, risk mitigation, etc.

Used technology: Specially designed e-platform.

Organisational aspects: In particular, the training path proposed is based on a special e-Learning course supported and complemented by an e-mentoring service where students are provided continuous on-line assistance from experts trained for mentoring. The project offers 5 pilot courses both on project and company/corporate level concerning strategy development, management, finance, e-business, law, and communication fields. The courses will be organised in Hungary, Italy, Poland, Romania, Slovenia, and UK. Before the courses, information days will inform the interested applicants about the on-line materials and administrative issues. The information days will be held in the same countries where the courses will be available. In detail, the courses are available on two levels:

1. "Modules on project level" that include managing European IT projects, financial management of European IT projects, e-business, law, communication in IT projects.
2. "Modules on corporate level" that include European business culture, IT SME business strategy development, IT management, European business environment, e-business, law, communication, change and IT moreover the companies, business English for risk management for IT training path includes the following services: e-assistance from tutors, trainers and your personal mentor, e-Tools: forum wiki area and virtual class (chat, video chat, documents sharing), IT News, articles, Guidelines, Technical assistance, Partner search.

The courses are based on video lessons, presentation cards, lecture notes, slides and exercises. Access to the courses is possible in the e-course login area through the personalized ID and password, given to each user.

Funding source: European support (2006 – 2008)

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Fiman Development Services Sa

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Major outputs:

1. E-mentoring platform
2. Training modules on project level
3. Training modules on corporate level
4. E-tools



Step In! Building Inclusive Societies through Active Citizenship

Country: Cyprus – Slovenia

Objectives: This project aims at developing, testing and disseminating innovative approaches, methods and materials to promote migrants' active citizenship. Experts in seven European countries will cooperate for 24 months in order to design and test new approaches to strengthen civic, social and intercultural competences of (i) migrants and members of ethnic minorities, (ii) members of receiving countries, esp. stakeholders of parties, NGOs, public authorities and (iii) adult learning professionals.

Activities: Each partner in the consortium develops a target-group-specific educational model. It motivates the primary target group (migrants), as the model is consistently geared to the specific circumstances of their lives, and partnerships develop among stakeholders, for example as part of a module "mentoring programme". Consistent outreach strategies are intended to keep the threshold to educational opportunities as low as possible. The project also includes a Grundtvig-further training course involving all the teaching/learning modules developed and tested as part of the project. First, within the framework of the overall objective of promoting active citizenship among migrants, the course sets out the background and knowledge required to provide skills-oriented educational activities for migrants and for stakeholders in the majority society. Secondly, those involved in adult education learn to be aware of their own attitudes and cultural ties and to avoid unconscious discrimination (e.g. "doing ethnicity").

Target mentees, and number of participants: Migrants and their interest groups as primary target group; teaching and non-teaching staff of educational establishments; staff of civil society organisations in the host country.

Funding source: European support (2012 – 2013)

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Major outputs:

1. Collecting examples of good practice
2. Developing new methods and approaches
3. Developing teaching aids
4. Developing national and international in-service training courses for adult education staff

Website: <http://www.stepin-grundtvig.org>



Innovative Methods and Practices to facilitate Social Inclusion

Country: The Netherlands



Objectives: The main project objectives were (i) equipping three target groups of socially disadvantaged persons who are senior citizens, unemployed and migrants with the skills, knowledge and competencies that they need for coping with challenges

and remaining active in society and labour market; (ii) develop three educational tools for group social mentoring, role models; (iii) foster social inclusion, visual workshops on equal opportunities and non-discrimination, and summarize them within the European framework of Social Mobility Model; (iv) adapt the developed Social Mobility Model to all three disadvantaged groups at national level; (v) ensure effective promotion of Social Mobility Model at national and European levels; (vi) ensure optimal use of the results beyond the partnership, during and beyond the lifetime of the project.

Activities: The method “group social mentoring” is an alternative learning approach to re-/integrates the target groups (senior citizens, migrants and unemployed) into society and labour market.

Group social mentoring uses the group-based methodology to ensure the optimal use of experience of mentor working with 4-5 socially excluded persons having the same problems. The idea is to adapt the method of pair social mentoring to the group social mentoring and transfer the innovative method to the socially disadvantaged persons. It results in the production of an “E-Workbook for tutors” on CD-ROM and is available for downloading from project’s website.



Target mentees, and number of participants: SMM (Social Mobility Model) is tested on the target groups that are unemployed women (30 persons), senior citizens (20 persons) and migrants (21 persons).

Composition of the team: The partners selected mentees and 16 mentors who were trained during the second stage of the project's lifetime in order to organise the piloting on group social mentoring at the national level. The group social mentoring sessions in total were organised for 71 disadvantaged persons (20 senior citizens, 30 unemployed and 21 migrants) within the project.

Used technology: Group social mentoring held face to face and video demonstrations complemented it.

Organisational aspects: Within the project partners held 10 month group social mentoring with 3 short-term target groups: unemployed persons, with special emphasis on women (30), senior citizens (20), and migrants (21) in the period January-October, 2011.

Participation in national group social mentoring contributed to the development of the learners' skills and competencies needed to cope with challenges in the labour market, to seek actively for employment as well to remain active in the society. During the pilot trainings the learners used the developed supporting materials and documents (such as suggested templates

for mentoring contract, mentoring diary, goals and objectives, etc.).

Impact evaluation: The envisaged impact centres upon increasing the capacity of the target groups to move from social exclusion to social inclusion by increasing their social mobility.

The impact on socially disadvantaged learners was significant:

1. Group social mentoring as alternative learning approach to re/integrate socially disadvantaged persons into society and labour market was applied on 70 end-learners within the project: 30 unemployed, 20 senior citizens and 20 migrants.
2. 136 end-learners (50 unemployed, 45 senior citizens and 41 migrant) got a possibility to learn about the personal experience of those who overcame social exclusion by using multilanguage video set of Role models during 13 national seminars.
3. National workshops "Equal opportunities and non-discrimination" (in total 13) were attended by 144 end-learners (58 unemployed, 44 senior citizens and 42 migrants). Those workshops have influenced improvement of the competences in gender equality and equal opportunities helping to adapt to diverse and changing society and to protect their human rights.

The long-term impact was seen also through rising awareness of the society regarding the social inclusion measures and successful approaches.

Funding source: European support (2011)

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Major outputs:

1. "E-Workbook for tutors" on Group Social Mentoring
The method "Group social mentoring" as an alternative learning approach to re/integrate the target groups into society and labour market.

It results in the production of an "E-Workbook for tutors" on CD-ROM.

2. Video set on "Role models" on social inclusion
3. A multi-language video set on "Role models" has been created and used as an educational tool for learners to learn from the personal experience of people who have overcome social exclusion.
4. Guidelines for Tutors on Social mobility model
All educational tools developed are tested at a national level and summarized in the European framework "Social Mobility Model".
5. Training material for visual workshops "Equal opportunities and non-discrimination" - The training material for visual workshops "Equal opportunities and non-discrimination" aims to help senior citizens, unemployed people and migrants to improve their civic competencies on gender equality and equal opportunities and to facilitate their adaptation to a diverse and changing society.

6. **Website:** <http://www.socialmobility.eu>

Innovative European Framework "Social Mobility Model" (SMM) is introduced with the complex of three interlinked educational pathways. These are group social mentoring for disadvantaged persons, learning from the personal experiences of role models on social inclusion and development of civic competences on gender equality and non-discrimination - Visual Workshops "Equal opportunities and non-discrimination".



Step by Step in Mentoring of EVS

Country: Macedonia – Serbia – Romania

Objectives: The training course "Step by Step in mentoring of EVS" will aim to provide an introduction into mentoring and competence development for EVS mentors.

Activities: This project is developed in the framework of the European Year of Volunteering aiming to support the quality of volunteering within the EVS (European Voluntary Service) programme and to provide an educational support for mentors. With developing the quality of mentoring the EVS programme will be more inclusive for volunteers with fewer opportunities for whom this training has specially designed modules. In this regards the training course will contribute to the quality implementation of further EVS projects thus supporting youth participation and inclusion as permanent priorities of the Youth in Action programme. Well-trained mentors are an asset for the youth organizations and their contribution will be visible in many aspects related to the support of youth participation on local and international level as well as proper strategy for supporting volunteers with fewer opportunities. In addition the training encourages networking and cooperation among organizations in exchange of best practices in EVS projects.

On the 5th of March current EVS volunteers and previous Peace Corp volunteers attended the training to share their mentoring experiences and give answers to future mentors' questions. Every story is different.

Target mentees, and number of participants: 20 mentors from the 10 project countries.

Used technology: Group work facilitated by trainers within multinational workshops.

Organisational aspects: The training has an online stage for preparation and

another online stage for follow-up activities. The main activity happened in Kumanovo, Macedonia in March 2012. A total of 20 participant-mentors participate in the training process from 10 different European countries (Macedonia, Albania, Kosovo, Serbia, Montenegro, Romania, Italy, Spain, United Kingdom and Germany).

Funding source: European support (2012)

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Major outputs: Training course for mentors held on multinational level.



Mentors' Adventure in EVS Land

Country: Serbia

Objectives: The main aim of the project is to ensure the quality of future EVS projects implemented in partnerships with organisations from EU, SEE and EEC countries.

Specific objectives are (i) to build capacity of 24 mentors of EVS volunteers for supporting volunteers in their learning process, with focus on ICL, as well as for emotional support for the volunteer; (ii) to provide space for partnership building between organisations from EU, SEE and EEC that would lead to new EVS projects.

Activities: "Mentors' Adventure in EVS Land" was an 8-day training course for 22 EVS mentors from 6 countries of EU, SEE and EEC (Serbia, Macedonia, Georgia, Romania, Italy and Spain) that took place in the second half of March 2012 in Sremski Karlovci, Serbia.

The main themes of the project is mentoring of EVS volunteers and more specifically the role of mentor in guiding the volunteer through self-directed learning, supporting his/her ICL process and providing him/her emotional support. Apart from the residential training course, for the preparation and follow up of the training the on-line platform was used in order to facilitate further learning and support of the participants. The online platform was very important in visibility and dissemination of results of the project, as it was open to all interested organizations and individuals in the follow up stage of the project. The manual was created during the project. It was based on the outcomes of the training, focusing on the main themes explored and gave added value in promotion and dissemination of results of the project.

Target mentees, and number of participants: 24 mentors for leading the EVS volunteers.

Composition of the team: The participants in the mentoring course could apply through the e-learning platform. The notification for the status of the applicant has been sent through e-mail.

The online learning is being coordinated by an e-learning facilitator.

The face-to-face mentoring course was led by experienced trainers in the field of EVS.

The administration of the courses was run by the project team while the field work was assigned to the practitioners in EVS.

Used technology: Group training combined with e-learning through a special platform launched at the beginning of the project.

Organisational aspects: This training course demanded participation in an on-line phase, apart from the residential training. It happened 4 weeks before the residential training and 3 weeks after over an on-line learning platform.

Funding source: European support (2012)

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Major outputs:

1. Online platform
2. E-manual



Up to a Challenge?

Country: FYROM

Objectives: Overall aim of the training course is to increase the quality of EVS activities through development of competencies of mentors and those who are directly involved in the support system around EVS volunteer on the hosting side.

Activities: Volunteering service for young people is an efficient means of professional and personal development. Skilful and enthusiastic mentor can give an important contribution to maximize learning benefits. Eight days training course “Up to a Challenge?” is designed for support staff of EVS volunteers and provides the opportunity to deepen knowledge, skills and competencies relevant in mentoring. Participants developed skills that are important to be efficient and able to provide required support and guidance to volunteers.

Target mentees, and number of participants: The project involved 33 participants and experts from 14 organizations working with EVS or planning to develop volunteering service projects within 2010 - from host country Macedonia, Serbia, Bosnia and Herzegovina, Croatia, Albania, Montenegro, Turkey, Estonia, Lithuania, Portugal, Poland, Romania, Bulgaria and Greece. **Composition of the team:** The team responsible for the planning, organizing, and administrating of the training was composed by technical staff working on the project. Long-term practitioners in the field of EVS were involved as trainers. Their main role was to provoke active participation among the trainees as well as to introduce non-traditional methods of informal learning. These methods were centred on development of skills for better mentors through exploiting of user-oriented approaches.

Used technology: Group work, discussions.

Organisational aspects: The training started with discussion on educational nature of volunteering service, on roles and characteristics of a good

mentor and continue with workshops and simulations, during which the participants improved their knowledge about cultural and cross cultural adaptation, communication processes, trust building, developed mentoring skills, communication skills and emotional intelligence. The program includes meeting volunteers and representatives of organizations working with EVS program in Macedonia and facilitates sharing experiences and best practices among mentors from different countries. Special emphasis was put on the approach of volunteering service as means of including young people with fewer opportunities and unemployed young people to whom EVS might be a chance to learn new occupational skills and gain new carrier opportunities.

Impact evaluation: After the 8-day course the participants got acquainted with wide range of skills in order to be better mentors. They learned more about how to use mentoring in the context of EVS as well as how to be good listeners. The special emphasis was put on the work with people with few opportunities by giving examples how to show empathy towards their individual needs. The participants appreciated the skills they have learned in terms of effective communication and recognition of user requirements. As the mentoring is quite new approach for Macedonia the participants from this country shared that by being trained as mentors they acquired new occupational profile, namely "Mentor". Furthermore they intended to spread mentoring approach over the country.

Funding source: European support (2010)

Contact:

Youth Forum Eye

Address: Marsal Tito 86, 6330, Struga, Macedonia

Website: www.youthforumeye.org.mk

Contact person: Zlatko Surdoski, zlatko@youthforumeye.org.mk

Major outputs: 8-day training course on mentoring.

The methodology used in this training activity is based on experiential learning, dynamic working methods were applied that require active participation.



Integrative care of people with disabilities / IBB2

Country: Austria

Objectives: Project aim is promote a sustainable integration of people with disabilities in a non- traditional job market.

Activities:

1. Doing experts groundwork in order to analyse the needs of trained people with disabilities in their first certain employment phase and to analyse the needs of employers and colleagues.
2. Transferring a mentor training model from a Leonardo da Vinci (LDV) project. Adaptation of the model based on the expert's groundwork and publishing the model in a project compilation.
3. Developing skills of trainers in the field of mentoring people with disabilities in a non-traditional working sector within a first test phase in AT, DE, ES, and PL
4. Multiplication of the mentoring programme within different working fields and among interested persons within a second test phase in AT, DE, ES, and PL
5. Development of transferability guidelines for each partner country on the background of the legal situation in each country to guarantee sustainability of the project.
6. Collection of experiences within an on the job educational process tested in AT and DE.
7. Availability of the products in EN, DE, ES, and PL.

European wide dissemination of the project and organising a seminar for professionals working in the disability, social and health sector, vocational training centres, employers and authorities.

Target mentees, and number of participants: People with learning disabilities, who currently attend the inclusive vocational training, for disability care worker, potential employers and colleagues from the social field, project

members, job coaches, researchers and representatives from public authorities representing the interests of the social field.

Composition of the team: As it is a LDV project, partners are from Austria, Belgium, Poland, Germany, Spain.

Used technology: Traditional mentoring technology with social platform.

Organisational aspects: People with disabilities have not had access to the social and disability sector as a viable field of work. Therefore, the process requires adequate support systems which involve not only the people with disabilities themselves, but also their employers and the whole team. The particular challenge now is to acknowledge that roles have shifted: people with disabilities are no longer clients, but have become colleagues.

Impact evaluation: Project had focused on diversity of management and mentoring programme by

1. creating jobs in the social sector as well as creating sustainable labourmarket opportunities;
2. development of guidelines for the implementation of the mentoring model in each partner country;

Compiling a course concept and training material to successfully implement integrated care worker teams.

Funding source: European support (2010 – 2012)

Contact:

Lebenshilfe Graz und Umgebung – Voitsberg (Austria)

Address: Lebenshilfe Graz und Umgebung - Voitsberg
Conrad-von-Hötzendorf-Straße 37a, 8010 Graz-Austria

Website: www.ibb2.com

Contact person: Cornelia Coppola, c.coppola@lebenshilfe-guv.at

Major outputs:

1. Platform for mentors and mentees
2. Guidebooks
3. Courses
4. E-newsletters
5. Results document

Website: www.ibb2.com



THE QF2TEACH

Country: Germany

Objectives: The project aimed to deal with competences and qualifications of learning facilitators working with adults.

Activities: There are 2 phases of the project:

The first part of QF2TEACH consisted in an extensive research activity to determine what core competencies adult learning facilitators need to possess. The starting point was a literature review and an analysis of existing competence profile descriptions in the partner countries. On this basis, an expert-panel research was designed and carried out. The methodology applied (Delphi survey in two waves) was particular as it was aimed at building consensus among the surveyed experts. The survey resulted in a catalogue of core competencies whose outstanding importance has been commonly acknowledged by the involved experts.

In the second part of the project, the catalogue of core competencies was translated into a concept for a transnational qualification framework for adult learning facilitators. In addition each partner country also produced a concept for a national qualification framework for this professional group. These national concepts are in some cases being more detailed and specific as they reflect national peculiarities of the sector. The draft concepts for the qualification frameworks were presented and discussed in expert workshops and finalised on the basis of the discussion results.

Target mentees, and number of participants: Adults. This means adult education course teachers, trainers in companies and in general all people, whose professional activity takes place in direct contact with adult learners and consists in initiating, supporting and monitoring learning processes of adults.

Composition of the team: LDV project had partners from Netherlands, Romania, United Kingdom, Sweden, Poland, Italy.

Impact evaluation: QF2TEACH has developed a research-based concept for a transnational qualification framework for this professional group. It is linked to the existing overarching European Qualification Framework (EQF) and it helps to make the existing qualification levels of adult learning facilitators visible and comparable throughout Europe. It also helps to increase the visibility and profile of this professional group as such.

Funding source: European support (2009 – 2011)

Contact:

German Institute for Adult Education – Leibniz Centre for Lifelong Learning (DIE)

Address: Heinemannstr. 12-14, 53175 Bonn-Germany

Website: www.qf2teach.eu

Contact person: Nils Bernhardsson, bernhardsson@die-bonn.de

Major outputs:

1. Concept National QFs for all partner countries
2. National Reports
3. National Workshop Reports
4. Questionnaires
5. Article



PRIME Business Networking Club

Country: United Kingdom

Objectives: The Charity's objectives are the relief of charitable needs for the public benefit of people who are over the age of 50, and who are either not in paid work or who are facing redundancy, and who would benefit through enhanced income, opportunities for engagement in meaningful activity and the prevention of social exclusion, particularly through the encouragement of self-employment, especially, but not exclusively, by the provision of practical advice, financial assistance, training, education and mentoring.

Activities: Prime Business Networking Club support over 50s on their journey to self-employment through providing quality training products and services to support enterprise. The Prince's Initiative support the over 50s through all stages of self-employment – pre start up, start up and getting going.

Target mentees, and number of participants: The Prince's Initiative supports over 50s who:

1. Have worked in a job for many years and have been made redundant,
2. -Are no longer seen as desirable employees in the labour market after leaving work, perhaps due to child care commitments or looking after a dependent,
3. Have taken early retirement and then found they cannot afford to live on their reduced pension,
4. In their current employment, see redundancy looming and have a business idea, but do not know how to go about implementing it,
5. Want to be self-sufficient and financially independent, together with having the satisfaction of running their own business,
6. Are 'pension lite' – as the pensionable age rises, many of the over 50s will have to rely increasingly on under-performing pensions and less than adequate savings rates in relation to the cost of living. Therefore, they will have to look to self-employment to supplement their income

Organisational aspects: The Prince's Initiative is a focus of knowledge, research, best practice and campaigning for 50+ self-employment, business and social enterprise.

We work hard to ensure that we shape the environment for the over 50 entrepreneur by informing and developing public policy.

Impact evaluation: PRIME Business Club mentoring initiative can provide support at the very beginning of a business journey, before developing a business plan with expert advice from an experienced professional advisor.

Funding source: European support (PRIME is a registered charity dedicated to helping older people start and run their own businesses. PRIME's work in some regions has been part-funded by the European Social Fund.)

Contact:

The Prince's Initiative for Mature Enterprise

Website: <http://www.prime.org.uk>

Contact person: Louise Leone, info@prime.org.uk

Major outputs:

1. Workshops and courses
2. Networking
3. Training for enterprise mentors
4. Success stories
5. Events

Website: <http://www.primebusinessclub.com/>



Young Disabled People's Peer Mentoring Project

Country: United Kingdom

Objectives: It was designed to give young disabled people the chance to look at their experiences and hopes, through the example of other young disabled people who were setting up their own homes, managing their own personal support, having relationships and/or going to work. The project took the innovative approach of combining the values and role models of mentoring with those of peer support.

Activities:

In doing this the project aimed to create ways for:

1. young disabled people to link with other young disabled people (as mentors) because of their common understanding and experiences;
2. young disabled people, who have taken control and are already building successful lives, to learn how to support others and in this way develop their own knowledge, skills and confidence;
3. peer mentoring to give priority to building up young disabled people's self-esteem and confidence;
4. getting the positive messages from the project out to all those involved in supporting young disabled people.

Project workers' challenges in creating the project included:

1. negotiating with family members and/or workers of residential institutions;
2. finding accessible venues and transport which was safe and reliable;
3. organising information sessions/presentations etc on issues young disabled people wanted to know more about;
4. ensuring all information was in accessible formats, e.g. Braille, large print or tape;
5. finding appropriate support workers, British Sign Language interpreters and lip speakers, as and when required.

Target mentees, and number of participants: Forty young disabled people aged between 15-25 in the Greater Manchester area. Participants became actively involved in the project and 30 other young disabled people phoned project workers for advice or information.

Used technology: Training courses and social model of disability.

Impact evaluation:

1. Build up young disabled people's self-esteem and confidence;
2. Allow young disabled people to take control;
3. Build successful lives;
4. Gain information about ways to move on in their lives and start to achieve goals;
5. Discuss personal issues with peers;
6. Express ideas and beliefs in a collective manner via campaigning groups;
7. Develop new skills through various opportunities (e.g. voluntary work).

Funding source: National support (The Young Disabled People's Peer Mentoring Project was funded by the Joseph Rowntree Foundation. Manchester City Council and Manchester Health Authority funded activities which took place in the 'Forum').

Contact:

Joseph Rowntree Foundation

Address: The Homestead, 40 Water End, York YO30 6WP-United Kingdom

Website: <http://www.jrf.org.uk>

Contact person: NA - information@jrht.org.uk

Major outputs: The young disabled people who had been trained and shared their experience with their peers felt they had obtained considerable benefits from the process.

Young disabled people identified the value of a one-to one relationship of this kind as providing the opportunity to explore the issues they regarded as important with someone:

1. with the same background;
2. of the same age and sex;
3. with more experience of understanding the issues;
4. able to provide information from a disability equality perspective, to support the other person to make decisions and to help build up self-esteem.

Website: <http://www.jrf.org.uk/>



Awake Mentoring Services

Country: United Kingdom



Objectives: Awake Mentoring Services provides a free, person-centred mentoring service for people with a disability, or a long term condition aged 14 plus, across Wakefield District. It aims to encourage disabled people to achieve personal goals - anything from accessing new services or exploring new interests, to volunteering, training or employment.

Activities: Mentees supported by a mentor to share experiences, be a positive role model, give encouragement, offer choices. Mentors receive full training and on-going support, develop your own skills and knowledge, bring positive changes to people's lives and make a difference. Travel expenses are paid. Anyone can be a volunteer mentor. They do not need any formal qualifications but lived experience of disability is an advantage. The service also works with the parents, carers, families and friends of disabled people to support them and achieve equality. They can request a mentor or a professional can contact us on your behalf.

Target mentees, and number of participants: 14+ with a disability, sensory impairment, long-term condition, volunteers.

Used technology: Mentoring, training, volunteering, information, advice and guidance.

Impact evaluation: Mentees supported by a mentor to share experiences, be a positive role model, give encouragement, offer choices. Increased awareness

and choice will lead to increased independence for disabled people.

Funding source: National support (NHS Wakefield District and Wakefield MDC).

Contact:

Address: Somerset House Asdale Road Wakefield
West Yorkshire WF2 7JE United Kingdom

Website: <http://www.scope.org.uk/>

Contact person: NA, awakementoring@scope.org.uk

Major outputs:

1. Find employment or voluntary work
2. Increase confidence and motivation
3. Socialise and become more independent
4. Pursue a hobby or interest
5. Improve organisation skills

Website: <http://www.scope.org.uk>



50+Europe

Country: France, Norway, Poland, Spain and United Kingdom

Objectives: Older people experience barriers when job-seeking and positive action is required. Europe 50+ supports people over 50 who are seeking employment and promotes their inclusion in the workforce. The two main aims of the project are:

1. To develop training for employers and Human Resource personnel in age diversity strategies concerning recruitment retention and skill match with people over 50.
2. To support people 50+ in accessing and securing employment through maximizing their skills, qualities and experience, and thereby increasing their employability.

Target mentees, and number of participants: The target audiences for Europe 50+ are people over 50, those concerned with the employment of older people including employers, managers, HR personnel, professional bodies, and Chambers of Commerce.

Composition of the team: This is a strong partnership of France (Universite d'Avignon), Norway (Senter for Seniorpolitikk), Poland (Association of Entrepreneurship Promotion), Spain (Confederacion de Empresarios de Aragon) and UK (University of Surrey).

The European national project coordinators who formed the project steering group, have been involved in previous and continuing European projects which will give them access to a wider European network essential for disseminating the outcomes of this project. Dissemination strategies included the web site, project bulletins, workshops, seminars and conferences.

Used technology: Online trainings, workshops.

Impact evaluation:

1. An interactive vocational guidance tool for people over 50 to support them

- in their job seeking and presentation of their skills and experience.
2. A management training package and policy guidelines on age diversity, highlighting good practice.
 3. A web site with hyperlinks to the vocational guidance tool for the over 50s and the on-line training for employers, HR personnel, trainers and recruiters from companies.

Funding source: European support (2003 – 2006)

Contact:

School of Educational Studies, University of Surrey

Address: Senate House, Guildford, GU2 7XH United Kingdom

Website: <http://www.50pluseurope.co.uk>

Contact person: Jan Shepherd, j.shepherd@surrey.ac.uk

Major outputs:

1. On-line training for employers and human resource personnel in developing strategies to recruit and retain the over 50s.
2. An interactive vocational guidance tool for people over 50 to support them in their job seeking and presentation of their skills and experience (available on-line, in CD-ROM formats and hard copy).
3. Guidelines for Good Practice in employing older workers and a report to policy groups relating to age diversity in the workplace.
4. A management training package and policy guidelines on age diversity, highlighting good practice.
5. A web site created to facilitate consultation, discussion and dissemination throughout the project and to draw on expertise from a wide European audience, and will have hyperlinks to the vocational guidance tool for the over 50s and the on-line training for employers, HR personnel, trainers and recruiters from companies.

Website: <http://www.50pluseurope.co.uk/>



Telenor Open Mind

Country: Norway

Objectives: Telenor's Open Mind Programme is a two year on-the-job training programme for people with physical disabilities that contribute to ensuring that Norwegians with disabilities are offered a chance to take part in normal working life. The programme aims to generate wider acceptance for this group by changing prevailing attitudes in society.

Activities: During the two year period, Open Mind participants not only develop technical skills but also job search skills by attending career counselling sessions, taking courses in resume development, and taking part in interview practice and personal network development.

Target mentees, and number of participants: A total of 100 disabled people have completed the programme, and more than 75 of these are now permanently employed.



Composition of the team: Telenor Open Mind has an ambition to be a door opener to work. By that it mean to make an offer to the resource persons who are outside the labor market, which has a functional obstruction or a history of mental health.

One of its success factors is to give participants time, peace and security through the two years the program lasts, to identify and generalize itself into working life

Organisational aspects: In 2006, SINTEF performed an evaluation of the programme,



drawing the conclusion that it had been a success, not only for individual users, but also for society at large. Companies are discovering that employees with disabilities are a resource and an asset to their working environment. SINTEF has estimated that the net socio-economic gain from the programme amounts to approximately NOK 100 million.

Used technology: Work experience in partner companies.

Impact evaluation:

1. Create a more open and inclusive working life.
2. Opportunity for participants to enter working life by upgrading their skills through relevant work training.

Funding source: National support (It is supported at 1996 by Telenor Group, an international provider of telecommunication data and media communication services).

Contact:

Telenor Open Mind

Website: <http://www.telenor.no/openmind/sokere/>

Contact person: Tommy Rovelstad, tommy.rovelstad@telenor.com

Major outputs:

1. Motivation to get back to work
2. Involvement
3. Progress in relation to courses and training
4. Structure of own work
5. Social adaptation

Website: <http://www.telenor.no/openmind/sokere/>



Norges Handikapforbund
- likeverd og likestilling

Norwegian Association of Disabled

Country: Norway

Objectives: "Peer's Work" is built on the ideology of helping people helping themselves. It establish contact between two or more persons with similar diagnosis/circumstances of life. A peer is not a professional nor an executive officer but a person who identify with the situation as a physically impaired.

Activities: The advice and counselling service is built on the ideology of helping people help themselves. Members looking for information about their rights or advice in relation to the support system may get in contact with our advice and guidance service.

Peer's Work offer information about health and social rights; social security benefits; technical aid, cars and parking; holiday and leisure; accessibility and housing/buildings; rules of procedure and complaint opportunities.

The counselling is provided by different professionals or persons with background as users and representatives.

Target mentees, and number of participants: People with disabilities.

Composition of the team: The Norwegian Association of Disabled (NAD) is an independent advocacy organization working for equal rights and social participation for the disabled.

Organisational aspects:

1. The right to equal participation and equal status for people with impairments.
2. Strong juridical rights for people with impairments.
3. Universal design/physical and social accessibility for all.
4. The elimination of the user's payment-charge on health- and social services.
5. Increasing the level of quality and quantity of practical assistance to people with impairments.

6. The right to choose one's own housing with facilitated services to meet the need of the individual.
7. Better relief services for families with disabled children.
8. Better accessibility to public transportation.
9. Better accessibility to higher education for people with impairments.

Impact evaluation:

1. Awareness about life circumstances
2. Adaptation to new life circumstances
3. Knowledge about diagnosis
4. Knowledge about opportunities

Funding source: Norwegian Government

Contact:

Norges Handikapfurbund

Address: Schweigaardsgt. 12
PO Box 9217 Grønland 0134 Oslo, Norway

Website: <http://www.nhf.no>
Contact person: NA, nhf@nhf.no

Major outputs: The publications are divided by theme areas and online to read.

1. Discrimination and Accessibility Act
2. Universal design - physical accessibility
3. Transport and travel
4. Housing and utilities
5. Use your rights

Website: <http://www.nhf.no>



Handicapped Persons Employment Agency

Country: Ukraine

Objectives: Project's main objective is to establish a first-time in country Handicapped Persons Employment Agency with the "Green Cross" Society.

Activities: The Project's clientele will improve their capacity in effective job search through training seminars as well as legal and psychological consultations. Potential enterprises and employers will have received a special legal and psychological training to create enabling environment for employees with special needs.

Target mentees, and number of participants: Disabled people

Used technology: Conduct practical events targeted at employment of disabled persons - job fairs, individual employer-employee meetings, and training of mentors, informational campaigns, TV and radio spots, production information materials.

Impact evaluation: Improved capacity in effective job searching.

Funding source: Civil Society Development Programme (UNDP Ukraine and The Ministry of Foreign Affairs of Denmark, 2010 – 2011)

Contact:

Green Cross» Society CSO

Address: 4 Chornovola St., Office 1, Lviv 79019 Ukraine

Website: <http://www.gcs.org.ua/ukr>

Contact person: NA, office@gcs.org.ua

Website: <http://csdp.org.ua/en/lviv>



Senior Select Retain and Retrain

Country: Ireland

Objectives: Main aim is engage in a participative action research process to explore the recruitment and retention of older people in employment with a view to informing relevant policy and practice.

Target mentees, and number of participants: Totally 102 seniors and unemployed people.

Impact evaluation:

1. Boost confidence levels
2. Understand the realities of 50+ career management
3. Translate their offering to meet employers' requirements
4. Develop creative approaches to their career development

Funding source: European support (2004 – 2008)

Contact:

Partas

Address: Bolbrook Enterprise Centre, Avonmore Road, Tallaght, Dublin 24. Ireland

Website:

Contact person: Michael Quilligan, mquilligan@partas.ie

Major outputs: Recruitment and retention of older people, partnerships, combat ageism, participative action research process, attitudes, behaviours, experiences. Project produces a policy document and other papers as required, develop a mainstreaming strategy.

Website: <http://www.partas.ie/EUProjects>



EQUAL Ireland Lifelong learning (workplace and community) Programme

Country: Ireland

Objectives: Main aim is to increase the competency, knowledge and skill levels of the target group through the provision of appropriate lifelong learning opportunities, which acknowledge relevant prior experience and learning, and the provision of new progression pathways thereby presenting better life choices.

Target mentees, and number of participants: Workers with low pay, workers with low skills, early school leavers, lone parents, part-time casual and contract workers, older workers.

Organisational aspects: Key words about the project are competency, knowledge, skills, lifelong learning opportunities, accreditation system, national higher certificate level, FETAC, HETAC, APEL system.

Used technology: Open Distance Learning, ICT.

Impact evaluation: Increase the knowledge, skills and competency of the target group.

Funding source: European support (2000 – 2006)

Contact:

Equal Ireland

Address: Building 8 6d, Liosbaun Business Park,
Tuam Rd., Galway- Ireland

Website: http://www.equalireland.com/01_About_Us.htm

Contact person: Eddie Higgins, info@equalireland.com

Major outputs:

1. Develop and agree an APEL system with DP organisations.

2. Modules suitable for Open Distance Learning (ODL).
3. Deliver the Programme to National Higher Certificate level using a blended learning approach with ODL, ICT and workshops in local learning centres.

Website: http://www.equalireland.com/01_About_Us.htm



Clare Lifelong Learning Network

Country: Ireland



Objectives: Main aim is to develop an innovative lifelong learning system through the development of a formal structure of promoter collaboration and use of ICT to develop alternative modes of programme delivery that will enable a wide variety of community groups, voluntary organisations and state agencies to collaborate in the provision of a continuum of lifelong learning opportunities for learners in County Clare.

Activities: Clare Lifelong Learning Network supports learners and learning providers in working together.

It enables users to keep informed of courses; discuss issues and seek solutions; link to other learning websites; share their learning experiences and resources with others.

Target mentees, and number of participants: People in receipt of social welfare payment, rural disadvantaged learners, educationally disadvantaged learners, women, travellers, people with disabilities, early school leavers, older people, ex-offenders, people for whom English is a second language.

Used technology: Innovative lifelong learning system, ICT.

Impact evaluation: Learning acquisition through ICT.

Funding source: European support (2007 – 2013).
It is co-funded by the Irish Government.

Contact:

Clare Lifelong Learning Network, Clare VEC Adult and Community Education Service

Address: Unit 10A Carmody St Business Park, Carmody St.
Ennis Co Clare-Ireland

Website: <http://www.clarelearningnetwork.org>

Contact Person: Seamus Bane, coord@clarelearningnetwork.org

Major outputs:

1. Develop and deliver a county-wide ICT Strategy, incorporating alternative delivery modes for lifelong learning;
2. Develop a participant tracker database;
3. Develop an interactive website;
4. Produce a directory of local organisations and courses.

Website: <http://www.clarelearningnetwork.org>



WAM (Willing Able Mentoring) Programme

Country: Ireland

Objectives: Main aim is to increase the number of graduates with disabilities entering the workplace and securing employment appropriate to their level of educational qualification through the development of innovative workplace solutions e.g. structured mentoring supports.

Project objectives are (i) build an effective team of partners based on action learning principles with clear roles and responsibilities and agreed work plans to meet the project aims and objectives; (ii) design and deliver career development tools for graduates/students with disabilities; (iii) create guidelines for inclusive recruitment policy; (iv) design, develop and deliver a mentor training programme for participating employers; (v) create guidelines and materials that can be used in a variety of environments to share the lessons and skills learnt in this project.

Activities:

1. Undertake research into current recruitment procedures and processes;
2. Undertake research into career progression of graduates with disabilities;
3. Themed meetings for partners, using both internal and external expertise;
4. Development and pilot testing of project-specific mentorship module through DP, transnational and associate partners;
5. Development of life and employability skills training programme for participants;
6. Policy reports based on project findings to be sent to key bodies (e.g. ICTU, IBEC);
7. Input to Outline Sectoral Plan Disability Bill 04 (DETE);
8. Presentation by representative of Get Ahead (National Forum of Graduates with Disabilities) to TCA partner;
9. Bi-annual WAM electronic Newsletter.

Target mentees, and number of participants: Unemployed graduates

with disabilities, with limited or no previous work experience, looking for mainstream employment; employers or people working in employment services. Since placements began in 2006, WAM has placed over 150 graduates with disabilities within its network of employers.

Composition of the team: The following is a list of some of the leading companies who have provided work placements for graduates with disabilities as part of the WAM programme: Abbott Ireland, Bank of Ireland, Citi, CG Power Systems, ESB, IBM International Ltd., Irish Life & Permanent, Microsoft, O2, The Civil Service.

Organisational aspects: WAM has a network of employers who offer work placements on the programme to enable graduates to gain work experience in their area of interest. WAM, in liaison with an employer, will agree on suitable placements for circulation to graduates through the WAM programme. The number of work placements that are available varies from year to year and will depend on which employers offer work placements in any given year. Therefore not all the employers involved with the programme will have placements available every year.

Used technology: WAM mentoring facilitates smoother integration into the social environment of the workplace and thus maximises the potential of the placed graduate at an early stage. Mentoring also has the potential to fill the man-management gap that can become neglected within the modern productivity driven workplace. The WAM Mentoring Model can improve staff communication skills while simultaneously providing disability awareness through direct contact. It equally promotes the concept of a friendly, inclusive workplace environment and as an extra layer of learning and knowledge transfer, offers benefits to the organization, mentor and participant.

Impact evaluation: Students with disabilities have obtained a professional placement within the project frame.

WAM evaluates each round of placements to gather the learning from all the parties involved, which includes managers, mentors, mentees and HR staff. The purpose of this evaluation is to ensure that WAM captures and consolidates the learning from all perspectives involved in the programme. This is then fed back into the WAM network of employers.

Funding source: European support (2005 – 2007, Equal Project) and FÁS (2008 - 2011).

Contact:

Association for Higher Education Access and Disability

Address: AHEAD WAM Programme

Unit 5, 2nd Floor, Temple Grove House

Temple Road, Blackrock Co. Dublin-Ireland

Website: <http://www.ahead.ie>

Contact person: Mary Quirke, wam@ahead.ie

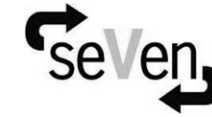
Major outputs:

WAM placements offer a number of benefits for graduates with disabilities and specific learning difficulties. These include;

1. Work experience in major mainstream companies which make use of your qualifications.
2. An opportunity to demonstrate your skills while enhancing career development.
3. The chance to develop social networking skills that might be of benefit to you in the future.
4. The support of the WAM Mentor Model.
5. Training prior to the start of all placements.
6. AHEAD has secured an agreement with the Department of Social and Family Affairs whereby Disability Allowance (DA) and Invalidity Pension payments will be suspended for the duration of the placement but the status of those receiving these benefits will remain. In short, under the terms of AHEAD's agreement with the Department of Social and Family Affairs, the WAM participant will not have to re-apply for either payment when their placement is finished.

NOTE: Disability related benefits which are governed by income earned or hours worked will be affected by the taking up of a WAM placement.

Website: http://www.ahead.ie/employment_wamprogramme



Seven - Senior European Volunteers Exchange Network



Country: Iceland

Objectives: SEVEN is an international network of 29 organisations promoting senior volunteer exchanges financed by the Grundtvig programme. The aim of the SEVEN project was the establishment of an international network of organisations promoting senior volunteer exchanges. SEVEN intended to provide advice and offer an informed point of view to national and international institutions dealing with active ageing, educational tools, active citizenship and social cohesion. In addition, it aimed at increasing the intercultural and intergenerational competences of seniors, improving conflict management and enhancing their knowledge about the European Union.

Activities:

1. Website
2. Discussion platform for learning partnership and other exchange projects
- 3 Support for volunteers and organisations (Internet and printed version)
4. Research actions
- 5 Annual meetings
6. Dissemination and public relations actions
7. Annual progress and assessment report

Target mentees, and number of participants: Seniors (66 to 75 years old).

Composition of the team: Austria, Belgium, Bulgaria, Estonia, France, Germany, Iceland, Italy, Lithuania, Turkey, United Kingdom.

Organisational aspects: Seven Project set up a platform where all the organisations can easily exchange information and taking part in a common project-implementing framework. More than 300 volunteers took part so far to a volunteer exchange abroad thanks to European projects, but a good number have left for programmes organised by different local Governments without the support of the European institutions.

Project partners wanted to create a “European Wide Space” where all the organisations involved, local governments, NGOs, universities, institutions working with volunteers will be facilitated in the implementation of their mobility and exchange projects. Aside, but not less important is the setting up of a voice that can advise and give an informed point of view to national and international institutions dealing with active ageing, educational tools, active citizenship and social cohesion. Meetings and all the forecast tools were as open as possible both to policy makers and to organisations in order to create an observatory on the implementation of those policies.

Impact evaluation: The first contribution was toward “active ageing” policies. Active citizenship was also addressed by the network in order to foster social cohesion and solidarity among generations and at the same time among people from social and ethnic groups. It is important to treasure the skills of those who are out of the labour market, but still have capacities and expertise which can be useful to society.

The network demonstrated that such exchanges are important educational tools. Volunteers can learn from the new environment they visit and in which they work. A significant impact of the network on individual skills and competences, such as foreign language and technical knowledge as well as social competence, was observed.

Funding source: European support (2007 – 2010)

Contact:

SEEDS

Address: Klapparstígur 16

101 Reykjavík - Iceland

Website: <http://www.seeds.is>

Contact person: NA, Seeds@SeedsIceland.org

Major outputs:

1. Senior Volunteering Exchange Programme
2. Website
3. Researches and surveys
4. Active! Training course materials
5. Guidebook
6. Partnership meetings

Website: <http://www.seven-network.eu/>



Positive Eye

Country: Iceland

Objectives: The Leonardo da Vinci partnership looks at the issues involved in enabling professionals to support the target group to develop their citizenship, including routes to and forms of work, continuing education, personal and social development, and the methodologies, materials and staff training required to achieve this. For a disabled person, reaching the labour market is a major challenge, as it implies overcoming major challenges in school, when going to university, taking the local bus etc. The partnership addresses ways to overcome some of these barriers.

Activities: In Positive Eye, there are three options available to participants to meet their needs in the most effective way.

1. Consultation service – this is a bespoke service providing advice specific to the needs of your service, organisation or school.
2. Bespoke training service – we can develop and deliver bespoke courses on visual impairment to meet the training needs of your service, organisation or school.
3. Standard training courses – we have a range of ongoing training courses on varying visual impairment topics. These courses are open to any individual interested in attending and delegate places can be booked by completing the booking form.

Target mentees, and number of participants:
Disabled people.





Composition of the team: Iceland, Italy, Hungary, France, Denmark, Netherlands, Romania, Ireland, UK, Germany, Finland.

Organisational aspects: Positive Eye offers a consultancy service to professionals who are working with children and young people who are visually impaired within mainstream educational - school,

further and higher education - settings.

The type of consultancy that can be provided includes:

1. Supporting and advising a new Head of Service in their role.
2. Supporting a local authority in setting up service provision to meet the needs of the children and young people with visual impairments within their area.
3. Supporting the establishment of a new Service - setting up policies, protocols and systems with which to run and meet the needs of the children on the caseload.
4. The provision of support, training and advice to a school, college or university on the needs of a specific child or young person with a visual impairment within their setting.

Impact evaluation: Development of skills and competencies to support individuals with multiple disabilities and visual impairments in the following areas:

1. Job mediation (job coaching)
2. Valued activities
3. Social and personal skills
4. Assistive technology

Funding source: European support (2011 – 2013)

Contact:

Positive Eye Ltd

Address: 48, Royden Road Billinge, WN5 7LP Wigan - UK

Website: <http://www.positiveeye.co.uk>

Contact person: NA, gwyn@positiveeye.co.uk

Major outputs:

1. The Quality Standards Mapping Guide
2. Audit/self evaluation tool mapped to the quality standards
3. Early Years Mapping Guide
4. Self reflection and training resources for professionals working with children and young people with visual impairments
5. Activity pack - supporting social skills - thumbs up!
6. Toolkit: positive steps - building strengths in children and young people with visual impairment

Website: <http://www.positiveeye.co.uk>



Craft Markets to Provide Income for People with Disabilities

Country: Armenia

Objectives: USAID SPSS Project jointly with MLSI State Employment Services Agency awarded a small grant to a local NGO called “Astghatsolk”, which provided crafts skills training in production of woodcrafts targeting individuals with disabilities. Using government funds this NGO organized woodcrafts and hand crafts trainings for 11 disabled individuals. The trainings assisted these individuals to develop crafts skills and become self-employed.



Activities: The NGO started marketing these wooden crafts within the touristic region, most importantly the NGO established new net-works within four tourists regions in Armenia. The four town municipalities and small souvenir shops in tourist regions placed orders for woodcrafts.

Target mentees, and number of participants: 11 disabled people.

Impact evaluation: The woodcrafts and hand crafts trainings assisted disabled individuals to develop crafts skills and become self-employed.

Funding source: USAID/MLSI State Employment Services Agency (2006 – 2009)

Contact:

USAID Armenia Social Protection Systems Strengthening (SPSS) Project

Address: 18 Baghramyan Avenue Entrance on Zarubyan Street Yerevan 0019 Armenia

Website: www.spss.am

Contact person: NA, info@spss.am

Major outputs: USAID Armenia Social Protection System Strengthening Project promotes social protection and proactive labor market policies through reforming social insurance, creating employment programs, introducing occupational safety standards, and promoting services to reduce vulnerable citizens' dependence on public support.

Website: http://www.spss.am/docs/Success_Chambarak.pdf



Fe:male

Country: United Kingdom

Objectives: Fe:male aims to support potential women entrepreneurs across Europe, particularly those facing extra challenges such as being from a BAME background, over 50, a lone parent or long-term unemployed. The fe:male network helps women increase self-confidence and life skills through mentoring in order to develop their business ideas and become successful entrepreneurs.

Activities: Membership of fe:male is free as it's subsidised by the European Commission so join now to start enjoying its benefits.

Members gain access to practical tools, advice and information and start connecting with other entrepreneurs across Europe. Members receive the following benefits:

1. Connections – Meet other women across Europe to network, trade and share experiences. Find new markets and opportunities to expand your business.
2. Services - Swap skills and services to help you expand your business by signing up for "SkillSwap" when registering. For example, give an hour of your time as a life skills coach to a web designer in Italy, and receive an hour worth of web design expertise in return.
3. Virtual Learning – access to the Virtual Learning section for members of Mentoring Circles which includes the learning resources used by our trainers in face-to-face enterprise coaching sessions.
4. Advice - Connect with other members through our online forum. Talk to female entrepreneurs across Europe about their experiences, receive advice from experienced mentors and make new friends!



5. Inspiration – View other member’s details and success stories and see case studies of other successful business women.

Members also receive information about training and networking opportunities for business women in your country and receive discounts on events organised by fe:male partners (events and offers will differ between countries).

Target mentees, and number of participants: About 55 women facing a double disadvantage.

Composition of the team: Fe:female is run by a consortium of organisations across five European countries who are working together to support and develop female entrepreneurship across Europe.

The group came together to develop the vocational and personal development training available across Europe in order to support women and give them the skills needed to start up in business.

Used technology: Online mentoring and coaching web platform.

Impact evaluation: Development of entrepreneurial skills through connections with successful entrepreneurs; access to labour market opportunities; development of self-confidence; self-assessment leading to personal development.

Funding source: European support (2010 – 2012)

Contact:

Inova Consultancy

Address: Suite 5, 2nd Floor, Leecroft House, 58-64 campo Lane, Sheffield, S1 2EG, United Kingdom

Website: www.inovaconsult.com

Contact person: NA, admin@inovaconsult.com

Major outputs:

1. “Enterprise Academy” to develop personal business skills with range of learning resources.
2. “Connect in Europe” to expand personal business contacts and connect with other fe:female members.

Website: <http://www.femaleproject.eu/>



Voluntary Programmes in Belarus

Country: Romania – Moldova



Objectives: A team of 20 volunteers will head to Belarus in May’12 accompanied by a team of Mentors. The work involved will vary and include working with children, disabled adults as well as some construction and manual labour. The project will develop collaboration between government, nongovernmental and private sectors from the border zone of Romania and Moldova through a cross-border mentoring program.

Activities: The volunteer plans for and delivers classes with the support of their mentor volunteer. The daily programme includes crafts and drama, music and movement, basic sharing of language, circus skills, and team games and quizzes. In the afternoon sessions emphasis is on sport and sporting competitions.

During the class they will be responsible for interacting with the young people and assisting them to participate fully in the activity and complete the necessary tasks required of them. The volunteers will help the children to develop their own resilience by promoting the learning of competencies and emotional maturity; by assisting to develop the capacity to reframe adversities so that the beneficial as well as the damaging effects are recognised; through opportunities that develop both problem-solving abilities and emotional-coping skills and controlled challenging situations that provide opportunities to develop coping skills and move towards a more mainstream involvement in society.

Target mentees, and number of participants: Volunteers will run activity

sessions with children and young people (groups of around 8-12 children and young people) in schools and orphanages.

Composition of the team: Volunteers, mentor volunteers and interpreters. The mentor will provide a supporting role to 3-4 volunteers throughout the trip.

All the mentors who are involved in the projects have an in depth understanding of the type of barriers young people face. Mentors will come from a variety of backgrounds including social care, voluntary agencies and with significant life experience.

A pre-departure training will equip volunteers with the level 1 leadership award and there is the opportunity to progress this to a certificate/diploma in leadership and become a mentor in future short term volunteering projects. Mentors will be part of the two week programme.

Given the low self-esteem and the lack of self-confidence that this client group portray there will be greater incidences of the volunteer experiencing self-doubt and believing that they either do not have the skills or intelligence for the volunteer programme and/or greater need for the mentor to express belief in the individual and encourage them in their own personal development plan.

Whilst most of the costs are covered for the mentor by STAND International, the mentor is expected to contribute around £350 towards the cost of the trip.

Organisational aspects: The programme is organised by the Scottish charity organisation "Stand international". They identify suitable young people from Scotland who have experience of homelessness/drugs/alcohol and other social barriers. They train and equip them over 3 months with the skills and confidence needed. They will then deliver positive assistance to children and young people in middle income countries which were previously part of the Soviet Block.

Funding source: National support

Contact:

Stand international

Address: Stand International

14 Ashley Place Edinburgh- Scotland, EH6 5PX United Kingdom

Website: <http://www.standinternational.org>

Contact person: NA, administrator@standinternational.org

Major outputs: Allow socially and economically excluded people from Scotland, including those who are homeless, to use their first hand experience of being without a home, close family and social networks to harness their talents and genuine feelings of compassion and look at ways to assist those who are in similar situations themselves.

Website: <http://www.standinternational.org/news/47/110/November-Trip--Belarus-2011/>



BOSMIP -Bringing Business Together 4

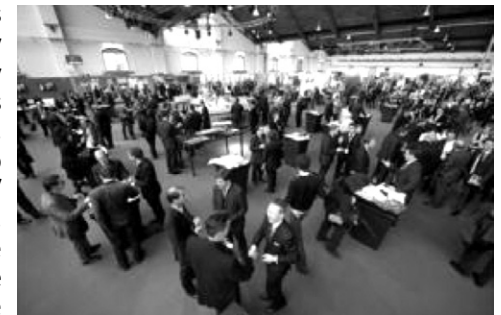
Country: Bosnia and Herzegovina, Croatia, the Former Yugoslav Republic of Macedonia (FYROM), Kosovo, Montenegro and Serbia.

Objectives: BOSMIP IV focused on three areas. These are enterprise restructuring/pre-accession-preparation, energy and various social issues through promoting social-economic partnerships.

Activities: In addition to workshops, mentoring programmes organised to ensure permanent coaching by EU27 civil society organisations (CSOs) to the target CSOs in the Western Balkans. A study visit to Brussels also took place to increase the awareness of the functioning of the EU and how to connect better to EU decision-making and networks (advocacy).

Target mentees, and number of participants: The capacity building mentoring programme is based on demands for specific support by target CSOs. The mentoring programme draws expertise from the pool of experts from the EU27 CSOs that have been partnered to BOSMIP IV. These experts can respond to needs and requests of target CSOs. BUSINESSEUROPE has experience with mentoring programmes through the BOSMIP II and the ongoing BOSMIP III project.

The mentoring programmes focused on activities explicitly involving staff of target CSOs by using in-house training, visits of experts to the target CSOs, exchanges and excursions to companies/regional offices/sectorial federations, etc. Mentoring activities took place in the target countries and have capacity strengthening of the



target CSOs as their main objective – with a focus on the theme selected by the target CSO. Each mentoring programme has as a goal to produce tangible results that can be used by the CSO in the future for dissemination or aid to third parties (spill-over effect) and lead to sustainable results.

Composition of the team: The mentoring expert may travel to the country once for up to three days for on-the-spot training and available at a distance for a number of months to continue to provide help and expertise via e-mail, telephone, etc. The mentoring programme, in principle, involved one of the experts who were also be present at the workshop. This was effectively allowed the mentoring expert to visit the country twice.

Used technology: Email, face-to-face.

Funding source: European support (It is a programme financially supported by the European Commission and managed by UNICE, which has been renamed BusinessEurope).

Contact:

BusinessEurope

Address: Avenue de Cortenbergh 168 / BE - 1000 Brussels – Belgium

Website: <http://www.bussinesseurope.eu>

Contact person: Wytze Russchen, w.russchen@bussinesseurope.eu

Major outputs:

1. Seven seminars about social economic partnerships, development of entrepreneurship and help to SMEs, economic development of the SMEs in crisis situation, social dialogue.
2. Study visits

Website: <http://www.bosmip.eu>



Counterpart's Skill Trades and Re-employment Training (START) program

Country: Georgia

Objectives: Counterpart's Skill Trades and Re-employment Training (START) program is a one year pilot project funded by the Georgian Self Reliance Fund. Through the implementation of the START project, Counterpart seeks to increase the earning potential of IDPs (Internally displaced people¹) in the Samegrelo region of Georgia. This innovative and replicable START approach was proposed by Counterpart to improve IDP self-reliance through the creation of apprenticeships and the provision of employment support and training.

Activities: Counterpart Georgia, in cooperation with Counterpart Washington, designed a project implementation timeline and hired the program staff. During the data collection process, data was collected from about 70 potential apprentices. Among them, 41 apprentices were selected.

Target mentees, and number of participants: START targets young IDPs, household heads (men and women) currently unemployed and residing in collective centres, as candidates for employment training and on-the-job mentoring with local employers who represent various skill areas. The selected IDPs were chosen because they have limited access to land and inadequate educational opportunities. This group has been described as the "lost generation" because it is made up of children who were displaced and who have now reached adulthood and started their own families but due to interrupted education, have limited employment options.

¹ An **internally displaced person (IDP)** is someone who is forced to flee his or her home but who remains within his or her country's borders. They are often referred to as [refugees](#), although they do not fall within the current legal definition of a refugee.

Apprentices have been matched with appropriate employers in the following manner. The selected employers represent various skill areas and the apprentices will have an opportunity to improve their skills in 17 different trades. Program included business training, business consultations for START targeted employers, seminar/workshop was conducted for employer.

Funding source: National support (It is funded by the Georgian Self Reliance Fund at 2002).

Contact:

International, Inc

Address: 3 Lazi Street, Zugdidi, Georgia

Contact person: NA, cpartzug@gol.ge

MOTIVATE

Masters Level Opportunities and Technological Innovation in Vocational Teacher Education

Country: Hungary, Finland, Netherlands, Portugal, Greece, United Kingdom.

Objectives: It concerns the design and implementation of Master level modules for vocational and technical teacher training curriculum. The modules involved e-mentoring with work-based learning facilitated by “technological innovation”.

Activities: A peer mentoring system was developed with e-mentors and mentees holding the same status

1. Harmonize the teacher training curricula.
2. Development of the module “teaching a specialist subject” involving a form of e-mentoring by the students’ teachers’ peers in the learning process delivered in native language in each country via Moodle due to geographically dispersed participants.
3. Course material is handbook for studying and applying multimedia methods in vocational training.
4. Creation of online communities for staff and students of in-service vocational teacher training.
5. Book of case studies including assessment materials.

Target mentees, and number of participants: Vocational education and training teachers and trainers. Teachers who are employees of vocational schools and already have a professional qualification (e.g. BSc level mechanical, electric and IT engineering). The type of training (in-service training) allows the teachers to pursue their profession while they are completing the requirements of Master level vocational teacher training.

Used technology: A variety of web 2.0 technologies, platform Moodle virtual learning environment, Associate Online, Second Life and Edugate (formerly known as elgg). Due to the technical developments of the past years, the differences of virtual learning environments decreased and the software

providers merged (e.g. Blackboard and WebCT) because of the strong competition in this market. The majority of higher educational institutions have decided to use Moodle because of its free access.

Organisational aspects: For building on-line communities three steps were decided and followed:

1. The Moodle platform was set up for the common module delivery and synchronous discussions between students and their tutors from different countries.
2. For the second common module delivery (Advanced Pedagogy) the Moodle was provided by Lisbon University and all VET teacher-training institutions participated in the work.
3. While the language for trans-national participation was English in both of the above mentioned common module deliveries, the third co-operation has been organised at National level using the native language. This way large numbers of VET teacher training students and staff members became participants of on-line communities sharing their experiences gained in teaching a specialist subject.

Impact evaluation: Qualitative evaluation of the interaction on the discussion forum and of various factors relating to the participants to engage with debate past experience of teaching, familiarity with ICT and technology, evidence of extrovert qualities/shyness, age and gender. It was quickly evident that students were equal for “status” but they were not equal in terms of contribution to discussion and debate with certain students stepping up to e-mentors and advisors for others. Initially some students were not willing to fully participate in the learning communities and lacked the necessary motivation to take on the e-mentoring role to support their peers because not rewarded by credits.

Funding source: European support (2007 – 2009)

Contact:

Budapest Tech Polytechnical Institution (now Óbuda University)

Address: 1034 Budapest, Bécsi út 96/B Hungary

Contact person: Pál Pentelényi, pentelenyi.pal@tmpk.uni-obuda.hu

The best way to achieve credits for e-mentoring activities and to standardize (professionalize) the mentoring support role is to incorporate a module on mentoring into the teacher education curriculum (as it is now in Hungary). Participants in e-mentoring process need adequate exposure to the systems and sufficient training in their use to feel comfortable.



Empowerment through Mentoring to Promote the Importance of Real Work Experience (EMPIRE)

Country: Austria, Germany, Italy, UK, Spain

Objectives: Main objectives were (i) improve employability of weaker labour force; (ii) make quality of career development work more cost-effective, (iii) rise attractiveness of career development work advance in the use of ICT based services in career guidance.

Activities: Each of the EMPIRE testing pilots took an innovative route to combine direct and indirect (blended) interaction between mentor and mentee coming from different target groups, facilitated through a virtual learning platform (VLP), along with more traditional face-to-face options.

Target mentees, and number of participants: Weaker labour force and immigrant women.

Composition of the team: Arbeit und Leben, Hamburg (Germany), FiL Prato (Italy), Amitié, Bologna (Italy), Scinter España and IMFE Granada (the Municipality Institute for Employment and Training of Granada – afterwards referred to as IMFE) (Spain), Institute for Future Studies, Innsbruck (Austria).

Used technology: LMS (docebo) platform offered by FiL as well as a very intuitive and easy-to-use social network platform, open source, called NING.

Impact evaluation: A number of research questions to test out were identified at the start of the project. Partners then collected evidence on the questions via interviews with mentors, mentees, programme managers and stakeholders. Other evidence was provided by the use of diaries and items in the Mentoring Kit, as well as the use of the learning platform. However, the principal evaluation method was end-of-programme interviews based on a questionnaire which sought to triangulate the responses to the same questions.

Funding source: European support (2007 – 2009)

Contact:

F.I.L. s.p.a. Formazione Innovazione Lavoro

Address: Via Galcianese, 20/H, 59100, Prato-Italy

Website: <http://www.filprato.it>

Contact person: Matteo Perchiazzi, m.perchiazzi@filprato.it

Major outputs: A Mentoring toolkit to manage a blended-mentoring relationship. It is designed in operative and transversal forms. The operative forms are the core of the kit. They set the agenda for the blended-mentoring programme. You will use them only once. The transversal forms should be used periodically. They help mentors to rationalize their on-going work and evaluate the quality and effectiveness of the mentor-mentee relationship.

Website: <http://www.filprato.it/10/ing/download/index.html>



Mentor on line

Country:

Objectives: The principal aim is to give access to an on-line mentoring service reserved to female entrepreneurs. The service consists of a mix of information, communication and on-line training.

The online mentoring will be used for skill upgrade through dialogue, experience exchange, storytelling (*ascolto di testimonianze*) and updated information sources. Online mentoring will be used as an innovative and alternative form of vocational continuous learning. The mentor will facilitate the professional growth of the mentee through joint problem solving and encouragement that allows the mentee to work on his/her self-esteem.

The mentor-mentee relationship will:

1. Support learning of female entrepreneurs - mentees (technical and cultural issues concerning entrepreneurship) through a direct mentoring relationship with an experienced female entrepreneur (mentor),
2. Transfer success models and strengthen entrepreneurial competence of mentees,
3. Stimulate networking of female entrepreneurs coming from different trade associations,
4. Test online relationship building,
5. Help to reconcile work with family commitments through the use of web 2.0.

Activities:

Phase 1: Identification of the mentees (women entrepreneurs) through questionnaires. Need analysis and definition of a suitable mentor profile. Identification of suitable and available mentors (expert women entrepreneurs).

Phase 2: Setting-up of the mentor group and mentor training for a total of 32 hours. Four tutors previously selected supported Mentor role training.

Phase 3: Design and development of mentor portal.

Phase 4: Pilot testing and monitoring and evaluation. Summative evaluation of the pilot testing and promotion.

Phase 5: Preparation of a vademecum.

Phase 6: Organisation of a final conference.

Target mentees, and number of participants: Women. 8 mentors and 10 mentees both associated to the principal enterprise associations of the Emilia-Romagna Region.

Composition of the team: The project was promoted by Metha Sistemi Srl in collaboration with four trade associations of the Region Emilia-Romagna (Api Donna Moderna, Confagricoltura ER, Confartigianato ER, equal right advisor of the Region Emilia-Romagna and the Foundation Marisa Bellisario of the Emilia-Romagna Region.

Used technology: Web 2.0 technologies, video conferencing from the workplace, forum and chat. Training material downloadable from the dedicated website.

Funding source: National support (2011). The initiative was funded by the Italian Ministry of Labour and Social Affairs under the bill 125/91 "Positive actions for equal opportunities on the work place". The aim is to develop and implement an on-line mentoring methodology for setting up enterprises owned or managed by a majority of women.

Contact:

Metha Sistemi S.r.l.

Address: Via Montemaggiore, 40 40050 Monte San Pietro (Bologna)- Italy

Website: <http://www.methasistemi.com/>

Contact person: Roberta Bortolucci, progdonna@progettodonna.net

Website: <http://mentoronline.it>



"Training course for retail sales professionals (also on-line commerce)"

Country: Italy

Objectives: The model to be tested is meant to bridge school and entering the labour market since this is the most delicate and critical passage also for disabled people as clearly evidenced in the research "Disability and labour market in the Province of Teramo" (Abruzzo).

The objectives of the vocational training model: turn the training of the disabled into a global project that enhances job insertion and social integration communication and relational skills. The model combines initial competence analysis and vocational analysis run in co-operation with social and health services as well as disability associations. It integrates workplace learning with a mentoring scheme to combine transfer of competence, mediation and disability employment consultancies.

Activities: 800 hours training course (traditional) combined with a preliminary employment assessment (to identify strengths, abilities and skills). Direct involvement of the disabled person in an action plan of steps they can take towards achieving your employment goals.

Work placement assisted by a work place mentor (here tutor-on-the job). He/she must be an expert in the specific job task (preferably working for the same employer). He/she will provide work entry support and wider workplace understanding.

Target mentees, and number of participants: Young disabled people (age 18 - 26) excluding severe mental disabilities.

Composition of the team: The whole project was carried out with the support of a private-public network. The network allowed to: identify participants, find suitable mentors, define the product sector for the sales professional to work in, find appropriate place for the work placement and assure additional

specialist support (Province of Teramo, Municipalities, enterprise associations, third sector organisations).

Used technology: Traditional mentoring scheme (formal and face-to-face).

Organisational aspects: The training methodology follows the “supported employment model” designed, tested and applied successfully in the UK at the end of 1960. In particular the “consumer-directed placement” (*collocamento orientato dall’utente*) implies three successive phases to be summarized with the slogan “chose – get –retain” employment (see “Choose - Get - Keep”, by Anthony and Blanch, 1987).

Funding source: Regional, national and European support (2006 – 2007). It was supported by 55% regional and national funds, 45% European Structural Funds (2000 – 2006) Regional Operative Programme - objective 3, 2005 - Abruzzo Region – Action B.1.1.

Contact:

Associazione “Focolare Maria Regina Onlus”

Address: Via Oberdan, n. 16
64020 - Scerne di Pineto (TERAMO)-Italy

Website: www.ibambini.it

Contact person: NA, focolare@ibambini.it

Major outputs: KIT for supported employment that describes the procedures, techniques and an abstract of tools for supported employment in a local context.

Supported employment facilitates competitive work in integrated work settings for individuals with the most severe disabilities (i.e. psychiatric, mental retardation, learning disabilities, and traumatic brain injury) for whom competitive employment has not traditionally occurred, and who, because of the nature and severity of their disability, need ongoing support services in order to perform their job. Supported employment provides assistance such as job coaches, transportation, assistive technology, specialized job training, and individually tailored supervision.



Independent life

Country: Italy

Objectives: After a testing pilot started in 2010, the Region Tuscany (Italy) allocated 5 million Euros for 2012 to finance the project “independent life”.

Activities: Funding for personal assistance.

Target mentees, and number of participants: The project targets people with serious motor and mental impairments who want to stay in their own apartments conducting their individual as well as family life as autonomously as possible in other words: meet friends, travel, visit new places, study, find a job, practice religion, participate in public life just to mention some examples.

Used technology: A sort of mentoring but as a matter of fact the support comes from a paid personal assistant.

Organisational aspects: Organisation of a public call, evaluation and funding allocation.

Funding source: Regional support (2010 – 2012).

Contact:

USL 8 - Arezzo (Local Health Authority)

Address: Via Curatone 54
52100 Arezzo - Arezzo - AR – Tuscany - Italy

Website: <http://www.usl8.toscana.it>

Contact person: Patrizia Castellucci,

Website: <http://www.usl8.toscana.it/index.php/dedicato-a/disabili/814-il-progetto-vita-indipendente>

Various forms of autonomous living are most often denied to people with

serious impairments by isolating them in their apartments or forcing them to stay in communities or institutes because adequate forms of personalised assistance are not available.

This regional project is meant to give adult people with serious impairments the possibility to manage their own personal assistance by selecting and contracting an assistant without any intermediary. The work contract defines the agreed work tasks like getting-up, personal hygiene, assistance during meal-time, various forms of mobility assistance, etc. the task can be performed both at home and at the work place or place of study.

The pilot project in 2010/2011 had 35 beneficiaries living in the Province of Arezzo, 335.000 Euros were allocated to the pilot project.

The requests for bids will be reopened and the classification for the entitled citizens reorganised. The monthly contribution varies from 800 to 1800 Euros.

The disabled persons can hire private personal or people working in social cooperatives or associations. They cannot hire relatives to the 3rd degree.

Project will be evaluated by a unit composed of experts coming from various disciplines against common criteria (degree of impairment certified according to the act 104/92, article 3), typology of objectives – study, career, family, public life).

The social policy for disabled citizens of the Region Tuscany is inspired by the so-called “capability approach” by Amartya Sen. This approach to human well-being emphasizes the importance of freedom of choice, individual heterogeneity and the multi-dimensional nature of welfare.



Cross-border Mentoring Program

Country: Romania – Moldova

Objectives: Cross-border Mentoring Program is an innovative model of partnership and collaboration through the development of a network of mentors and experience exchange in socio-economic field.

The project will develop collaboration for economic development between government, nongovernmental and private sectors from the border zone of Romania and Moldova through a cross-border mentoring program.

Funding source: European support (2011 – 2012 at Romania-Ukraine-Moldova ENPI CBC).

Contact:

Community Association for Children and Youth “Faclia”

Address: Lacului, Cornești, Moldova

Website: <http://www.faclia.md>

Contact person: Angela Ciocirlan, faclia.ungheni@gmail.com

Major outputs:

1. A study on the successful experiences of local government, NGO's and private sector in the border area with cross-border impact,
2. A cross-border mentoring program,
3. Website- online cross-border mentoring,
4. Mentor trainings,
5. Seminar,
6. Cross-border technical and financial reports.

Website: <http://www.territorialcooperation.eu/frontpage/show/4786>



READCOM - Reading Clubs for Adult Learning Communities

Country: Poland

Objectives: The aim of the project was the development of reading habits among adults as one of the best ways of making them intellectually and socially active.

Activities: The project enabled to share the experience and develop knowledge through discussing the books, chosen by the members of the clubs. Mentoring and leading the Reading Clubs need to plan how to collect people, how to choose the books, how to define the pedagogical and didactical approaches of using the books, how to train the mentors of the clubs.

Main activities were development of training courses for trainers, educators, librarians, teachers, Reading Clubs' moderators; organising the discussing panels for readers and diarists; comparing reflections and impressions on the read books, dairies and other materials; developing the knowledge of culture, the habits, the ways of life in partners' countries.

Target mentees, and number of participants: Each partner of the project prepared the course for mentors of the READCOM Reading Clubs. The mentors of the clubs are understood as the people, who are lively interested in promoting different forms of intellectual and social activities through reading, which contains writing dairies and comparing reading habits of local societies of Austria, Portugal and Poland.

Every module had been prepared by different authors from partner countries, taking part in the project. The aim of the course was to teach the mentors of READCOM Reading Clubs to lead different activities.

Funding source: European support (2005 – 2007)

Contact:

Biblioteka Publiczna im. W. J. Grabskiego w Dz.Ursus m.st. W-wy

Address: ul. Plutonu Torpedy 47, Warszawa – Poland

Website: <http://en.bpursus.waw.pl/>

Contact person: Piotr Jankowski, p.jankowski@bpursus.waw.pl

Major outputs: Training modules.

Website: <http://en.readcom.info/index.php?page=course>

Although it only started in 2005, the READCOM project has enabled many adults to share their experiences and to extend their knowledge through reading. The partner organisations developed a webpage for communication among READCOM groups across Europe, developed appropriate pedagogical strategies, and organised the Exchange between members of reading Clubs. For people interested in organizing mentoring READCOM Reading Clubs (RRC) a special course programme has been prepared. It helps future reading club mentors to arrange “creative meetings with books”, looking at intercultural aspects, and teaching reading strategies and gives basic knowledge in literary writing, editing and publishing.



Community Action Programme “Transformers Project”

Country: Portugal

Objectives: Put kids in schools, prisons, hospitals and host homes that want to learn a specific activity in contact with young talented mentors that volunteer to teach them



at least once per week, for 9 months.

Activities: Teach visually impaired kids how to play drums; teaching football and graffiti to kids from a low-income community in Odivelas; teach rap, b-boying, drama, waste conversion and swimming to kids in schools; teach New Style (Hip-Hop) dance and music production in a prison for underage kids, arts and crafts to kids in a paediatric hospital for kids with cancer and photography in low-income communities in Mira-Sintra and Lumiar.

Target mentees, and number of participants: Among b-boys (break dance) and most of the Hip-Hop culture lovers, namely rappers, graffiti writers and DJs, the way most of them had learned to dance, to paint, to sing or to produce music was through a mentor or mentors that volunteered to teach them, often in the street, not only the technique, but the history and philosophy behind each activity.

Funding source: National support

Supporters are Fundação EDP; The World Bank, through the World Bank Institute, sponsors activities and Global Changemakers’ project work; The World Economic Forum sponsors Changemakers to attend its annual and several of its regional meetings.

Contact:

British Council - Global Changemakers

Website: <http://www.projecttransformers.org/site/>
<http://www.global-changemakers.net/projects/transformers/>

Contact person: NA, info@projecttransformers.org

Major outputs: Set of interactive resources and case studies to help you develop, plan and execute your community action project.

Website: <http://www.global-changemakers.net/action-tools>

Apply lifestyle that is so much a characteristic of Hip-Hop culture to all the activities a youth can be passionate for learning.

There are four important characteristics that define and distinguish the Transformers Movement:

1. Diversity – Work with kids from every background, and not only at-risk youth. We do so because we believe everybody should have the opportunity to learn what he/she is passionate about for free. Besides, we came to realize that for most of the kids the only thing that they have in common among them is that they are part of Transformers – and so we try to use this project as a way to break the stereotypes and prejudices we tend to create towards others. Why shouldn't a kid in a prison for underage kids be best friend with a kid with cancer in a paediatric hospital?

2. Continuity – The project follows the school year, from October of a specific year, to June of the following year. However, the project is pretty much a cycle. Besides, the goal is that the kids we have today become the future mentors, and so on!

3. Acting through mentors – the basis of what we do are the mentors – they are the crucial element of this project, because most of the times even though the place where you practice is not the most adequate as long as you have a mentor you can be successful. In Transformers, instead of having a common place where all the kids go learn their activities, it is our mentors that goes and meet the kids at the institutions where they are and transform classrooms in dance or rap studios; transform the local computers room in a stage where to produce plays, etc.

4. Paybacks – After each cycle of 9 months in which our kids learn what they are passionate about through their mentors, each group of kids is then challenged to give back to the local community using his/ her talent or super-power. Thus, kids that learned graffiti can bring back to life the walls of their school by means of graffiti, kids that learned photography can use photography as way to preserve the memory of specific events taking place in the community, etc. That is our slogan: to make the difference doing what we love to do.

Finally, we have 2 kinds of paybacks: the local payback which is made by the teens towards their local communities and the collective payback which is made by all the kids and mentors in the same place during the same day: the T-day. The T-day takes place every June 10 of each year and its concept is of using all the talents of everyone within transformers to transform a degraded and abandoned space in a space that is meaningful and useful for the community.



Mentor class room – lifelong learning (Aula Mentor)

Country: Spain

Objectives: Aula Mentor is a system of open and distance learning for adults who wish to broaden their personal and professional skills and do not have any opportunity to attend other forms of training. The system relies on a server training in local classrooms and with equipment, materials and an administrator who guides the students. It currently offers over 100 different courses and has more than 200 classrooms, mostly in Spain, but also located in Honduras, Nicaragua, Peru, Paraguay and the Dominican Republic.

Activities: Public institutions and non-profit organizations can request the activation of a classroom by signing an agreement with the Ministry of Education, Culture and Sport and apply for funding via an annual call. **Obligations:** existence of an equipped Aula connected to internet with software licence for the offered courses- presence of an administrator.

It is the responsibility of the Ministry of Education, Culture and Sport to train the administrator to select and train the on-line tutors, to develop the courseware, to regularly monitor the quality of the support provided.

At the moment the physical infrastructure and network consists of 400 mentor-class rooms managed by an administrator who guides and enrolls students. Testing is done in presence to assure the identity of the tested person. Those who pass the test are entitled to receive a certificate issued by the Ministry of Education.

At the moment the network offers 120 courses. Aula mentor is not free of charge. However the low fees make the system most accessible to the population.

Course areas are health, education, culture, languages, media-audio-visual, ICT, web design, energy, power panel mounting, ecology, entrepreneurship,

business administration, human resource development, tax, hotel and gastronomy, social services, handicraft.

The validity of Mentor Classroom courses is certified by the Ministry of Education, Culture and Sport and, where appropriate, by the Ministry or Department of Education.

Composition of the team: Mentor works in the classroom to inform, advice and support participants in handling equipment and telematic communication. At distance student will be assigned to a tutor who will answer questions, and assess their learning process. Tutors are person trained in the content of their course.

Used technology: Mentor classrooms provide access to a computer connected to the Internet and provide the most important advice and support functions. Online courses (some materials can be downloaded). Tasks that require internet connection access to the desk, online assessment, and participation in forums, messaging.

Organisational aspects: Participants can connect from at home via Internet or from the classrooms.

Funding source: National support

The initiative is promoted by the Ministry of Education, Culture and Sport through the Directorate General LLL and in collaboration with other public and private national and international institutions. The initiative is also linked to NGOs of public interest, the Instituto Cervantes and Prisons. Internationally, Aula Mentor is actively involved in the operational plans of the OEI and cooperation programs of Spanish Foreign Ministry, so that there are classrooms located in numerous Latin American countries aimed at different population profiles needs and different features.

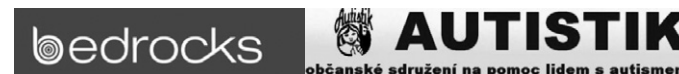
Contact:

Aula Mentor

Website: <http://www.mentor.educacion.es>

Contact person: NA, mentor@cnice.mec.es

Aula Mentor has been awarded as one of 14 best practices included in an inventory of the European Union through a study conducted by the University of Florence.



Bedrocks

Country: Czech Republic

Objectives: The main aim of Bedrocks project is to improve social inclusion of individuals with ASD and their families by training the parents how to become a mentor to their children and how to advocate their rights and needs and become active citizens.

Activities:

1. Establish Bedrocks Clubs for parents,
2. Create website with forum and blogs, through which parents will be able to exchange their experiences,
3. Prepare the Bedrocks guidebook for parents,
4. Prepare the Bedrocks toolkit for active citizenship,
5. Publish a true stories booklet.

Target mentees, and number of participants: Individuals with ASD, trainers of parents, parents as mentors to their children.

Composition of the team: It is a Grundtvig Learning Partnerships project (2008-1-SI1-GRU06-00043). Partner organisations are from Czech Republic, Hungary, Ireland and Slovenia.

Funding source: European support (2008 – 2010)

Contact:

Autistik o.s.

Address: Kyselova 1189/24, 182 00 Praha 8, Czech Republic

Website: <http://www.autistik.cz>

Contact person: Miroslava Jelínková, autistik@volny.cz

Major outputs:

1. Parents club organized once a month during 14 months. Main topics were (i) adolescents and adults with autism, (ii) siblings, (iii) experiences of the mobilities, (iv) successful strategies, (v) What is ASD? Causes and therapy.
2. Parents and professionals have written true stories about children with autism, and a short guide for parents on the next topics communication problems and solutions, development of social understanding, eating problems, behaviour problems and management, siblings, toilet training, etc.
3. Webpage established a four languages webpage to introduce project.

Website: <http://bedrock.avtizem.org>



European Voluntary Service

Country: Estonia

Objectives: Host youth volunteers from Programme Countries to help disabled people and the staff in their daily activities and organising different activities and workshops for the clients.

Activities:

1. Work with people with disabilities.
2. Interact with the clients of the centre as none of the clients speaks English very well, and some of them have difficulties to communicate verbally in general.
3. Help disabled people and the staff in their daily activities and organising different activities and workshops for the clients.
4. Practising and learning main skills needed for everyday life – self-care (clothing, personal hygiene).
5. Housing works like washing the dishes, cleaning rooms. Preparing food; management with money, free time management, working and studying possibilities etc).
6. Developing motor skills (handicraft, walks etc).
7. Developing social skills and communication skills (teaching correct behaviour, integration to local community, expressing personal needs and wishes).
8. Developing cognitive skills (orientating in time and room, writing, drawing, listening music, nature and self observations etc).
9. Different lectures and outings.

Target mentees, and number of participants: 15 mentally disabled people and people with psychological illnesses.

Composition of the team: Singel Kodu MTU has 2 trainers, 1 mentor, 1 supervisor and 3 volunteers for this project (2012-EE-8).

Funding source: European support (2012 – 2015)

Contact:

MTU Singel Kodu

Address: Leola 12A, Viljandi, Estonia

Website: <http://www.singelkodu.ee>

Contact person: Helen Visnapuu, singelkodu@gmail.com

Major outputs:

1. Working plan for volunteers,
2. Creative workshops and activities for developing everyday life skills, motorical skills, social skills and communication skills, cognitive skills,
3. New project proposals.

Website: <http://www.singelkodu.ee/>



Exchange of Mentoring Methodologies and Approaches (EMMA)

Country: France

Objectives: EMMA project identify different approaches to mentoring and examine the challenges faced by disadvantaged learners and the benefits of using mentoring practice to engage and retain them in learning.

Activities: Presentations of examples of best practice, showcasing events within the partner countries, build a structure for mentorship in an educational environment, creating a mentor bank.

Target mentees, and number of participants: Mentors benefit from the acquisition of new skills and competences and a broader understanding of methodologies employed across Europe.

Composition of the team: EMMA is a Grundtvig Learning Partnerships project. Partner countries are France, Ireland, Sweden and United Kingdom (2007-1-GB2-GRU06-00004).

Organisational aspects: The partners' work led to the development of new systems and procedures as part of a more formalised mentoring framework. This was achieved by identifying effective approaches to mentoring and putting together pedagogical materials, in collaboration with both disadvantaged learners and their mentors.

The project seeks to empower learners, increase their self-esteem and skill levels and enhance their career prospects.

Impact evaluation: There were meaningful impacts on the learners, as their involvement empowered them, increased their self-esteem and skills and ultimately enhanced their career prospects.

The project demonstrated that given the right tools and confidence,

disadvantaged individuals can take control of their own educational pathways, and be empowered to maximise their potential.

Funding source: European support (2007 – 2009)

Contact:

Centre de Formation Professionnelle et de Promotion Agricole (CFPPA)

Address: Rue Edouard Belin, Cedex 70014, Vesoul/France

Website: www.cfppa-fc.com

Contact person: Sylvie Petitjean, sylvie.petitjean@educagri.fr

Major outputs:

1. Evaluation forms
2. Feedback forms
3. One to one meetings

This project successfully developed the use of mentoring as a tool to enhance disadvantaged adults' experience of learning, thereby significantly increasing retention rates among this vulnerable target group.

Website: <http://www.emmaproject.org/>

There is much potential for sustainability as the innovative guidance materials can be distributed and used by other adult education institutions working with learners at risk of social exclusion to support the promotion of mentoring in their organisations.



Teachnet: Learning and teaching with seniors and youth

Country: France

Objectives: Teachnet project is addressed to teachers for seniors as well as to seniors themselves. It is aimed on teachers in the adult education with special offers for senior citizens. Target group specific training methods and individual support at the studying makes it possible to use existing knowledge profitably.

Activities: Main activities were (i) support younger teachers in course planning and execution; (ii) develop special training methods besides team teaching and observation; (iii) exchange of knowledge and experience; (iv) create specific lessons for seniors with all needs; (v) make visits in partner organizations to get an impression of different teaching methods.

Target mentees, and number of participants: Target groups of the project are senior citizens just like young teachers. Senior citizens profit from improved teaching methods, teachers can utilize their acquired knowledge also professionally, e.g. for presentations. Besides that, existing knowledge can be utilized by it profitably for enterprises further on.

Composition of the team: Partner countries are Finland, France, Germany and Poland.

Organisational aspects: Teachers for senior courses are able to exchange experience in teaching, they use the possibility for hosting courses in partner countries.

Both target groups (seniors and teachers) get a new view of the European idea and the European citizenship.

Impact evaluation: Seniors are able to attend special offers in the partner organizations. In the next step they get in touch with seniors in other European partner countries, e.g. by private mails and as participants during

the meetings.

Funding source: European support (2009 – 2011)

Contact:

Association M3 (M-Cube)

Address: 19 Cite de Phalsbourg Paris, France

Website: <http://www.e-seniors.asso.fr>

Contact person: Monique Epstein, Epstein@free.fr

Major outputs:

1. Guidebook: Access to Modern Technologies
2. The list of recommendations enables to amplify the experience of adult education organizations in terms of improving the access to modern technologies for senior people. Enabling access to modern technologies means breaking the different barriers that could avoid it, solving cost problems and offering different trainings. It has tips, advice and recommendations on how to solve different problems concerning access to modern technologies for seniors and how to improve the services.
3. New ICT teaching modules.
4. Questionnaire for senior trainees.
5. Questionnaire for trainers.
6. New teaching methods – conceiving and testing
7. As a conclusion of implementing different methods and forms of work, the partnership developed a short practical guide summarizing the experience of all organization in the partnership working with senior citizens.
8. Senior Olympics Game.

Website: <https://sites.google.com/site/teachnet4eu>



Building Social Bridges – BSB

Country: Hungary

Objectives: Main objective of the project is empower disadvantaged adults to make a positive change in their lives through various forms of mentoring.

Activities: Main activities were (i) collecting materials for an encyclopaedia about mentoring with the working title “Mentor the mentors”; (ii) implement good mentoring practices from one of the other partners; (iii) develop a strategy for the further development of mentoring.

Target mentees, and number of participants: Target groups are social guides and disadvantaged adults.

Composition of the team: Partner countries in BSB project are Denmark, Germany, Hungary, Italy and Sweden (2010-1-DE2-GRU06-04711).

Social guides consist of mentors, coaches and social workers, teachers, volunteers and others. They implement social work in partner organisations.

Organisational aspects:

1. Explore different kind of mentoring and similarities as well as differences between mentoring, role models, coaching, facilitation, guidance, supervision and other related concepts in informal learning.
2. Balance and combine training, supervision, time and other resources optimally with tasks and responsibilities allocated to mentors.
3. Explore mentees’ needs and resources according to themselves depending on their particular mix of resources and disadvantages.

Impact evaluation: Mentees often feel alienated from the social system and it is crucial for us to involve them in the learning process in order to make mentoring meet their needs.

Funding source: European support (2010 – 2012)

Contact:

Artemisszio Alapitvany

Address: Meszaros u. 10, 1016 Budapest/Hungary

Website: www.artemisszio.hu

Contact person: Edina Tarjan, edina.tarjan@artemisszio.hu

Major outputs:

1. Best Practices: Exchange sustainable good practices across national boundaries, public institutions, NGO's and private enterprises with the use of non-formal learning tools, such as workshops, group activities and mobility experiences.
2. A manual (– as a basis for a later planned “social Wikipedia” to be realised later),
3. Website, Facebook group and a video.
4. Newsletter, press releases in TV, radio.
5. 50 Skype meetings, 5 visits, several informal meetings, all together 68 of motilities including 500 learners.

Website: <http://buildingsocialbridges.eu>



Mentoring Network for Equal Employment Opportunities (MNET EOP)



Country: Turkey

Objectives: MNET EOP developed and evaluated a web based training resource for employers and entrepreneurs who wish to establish new businesses atmosphere offering environmental products and services. It made VET institutions aware of the conditions required

for participation of physically disabled people to the e-learning based mentoring and e-coaching programs.

Activities:

1. Training needs detection,
2. Materials development,
3. Find mentors for the disabled candidates.
4. Organize mentoring to disabled employees in fields chosen by the disabled person,
5. Creation of e-coaching platform,
6. Establish links to an employer's network for disability,
7. Enable employers to share experiences as well as best practices concerning the employment of disabled people,
8. “Psychology of communication with disabled persons“ mentor training,
9. „Working with disabled persons to encourage trust in them“ training.

Target mentees, and number of participants: Thirty disabled people from Kocaeli-Turkey and Cordoba-Spain with new vocational and social skills or refresh previously acquired skills, bearing in mind the needs of Kocaeli and Cordoba labour market.



Twenty specialists who worked with people with disabilities in their organizations provide higher quality services so that disabled people can obtain employment and social skills necessary for employment.

Composition of the team: It is LdV Tol project. Partner countries are Bulgaria, Denmark, Spain and

Turkey (2009-1-TR1-LEO05-08675).

Used technology: Group mentoring, e-coaching.

Organisational aspects:

1. Support development of vocational qualifications for people with physically disabilities.
2. Strengthen participants' self-confidence and promoting their personal fulfilment.
3. Help mentees to develop social, vocational and cultural competencies.

Counsellors and mentors who are worker from project staff motivated individual learners with physical disabilities to support learning, including through guidance services partnerships with enterprises for practical training activities.

Impact evaluation:

1. Knowledge change: Participants from enterprises become more aware of the abilities of disabled people as a result of the "M-NET EOP" mentoring activities. They understood disabled people's needs. They familiarized with the necessary adjustments and adaptations that disabled people may have in order to be efficient employees.
2. Behaviour change: "M-NET EOP" project created a high level sensitivity towards the understanding of disabled people, which is the first and essential step on the path towards increased understanding of their participation into the production processes. Within this project a special attention paid to mentoring and industrial practical training activities. The project provided information about appropriate behaviour and knowledge

of possible solutions to disabled people problems in being part of social and vocational life.

Funding source: European support (2009 – 2011)

Contact:

Kocaeli Metropolitan Municipality

Address: Karabas Mah. Oramiral Salim Dervisoglu Cad.
No:80 Kocaeli/Turkey

Website: www.kocaeli.bel.tr

Contact person: Muzaffer Sabur, foreign@kocaeli.bel.tr

Major outputs:

1. Training for employers,
2. Handbook: Different kinds of mentoring,
3. Case studies behind the handbook,
4. Guidebook: How to apply for job?,
5. Contact info on NGOs for disabled,
6. Top 5 reasons to hire a person with disability,
7. Strategy for corporate social responsibility,
8. Disability awareness,
Tips on how to act related to different disabilities,
9. Self-knowledge quiz,
Tips on work and communication,
10. Mentoring and work experience manual,
11. Handbook about access to mentoring and e-coaching web platform,
12. Guidebook for mentoring and practical experience,
13. Employment guidance services for people with disabilities.

Website: <http://www.mneteop.eu>



VOCA extended - Increased accessibility to vocational training and increased attachment to the labour market for disabled people through the VOCA Europe 2 Mentor model

Country: Turkey, Lithuania, Slovakia, Spain, Romania

Objectives: Project supported participants of VOCA in further training activities for developing a mentor skills and profession for mentoring the disabled people in integration of the individual to working environment and new job by the use of knowledge, skills and qualifications facilitates his/her personal development via VOCA courses both existing and in the new field and localized in new regions. VOCA also supported improvements in quality and innovation in VET systems targeting the mentoring of disabled people and further improve the practices present in this field.

Activities: VOCA extended developed “to train mentors (who are persons with physical disabilities) and consequently support (home based) employability of (mentee) people with physical disabilities by means of e-mentoring”. Therefore both mentor and mentee included in the labour market and they are both home based workers. Thus, e-mentors trained by e-learning and they will e-mentor mentees who work from their homes.

Target mentees, and number of participants: There are mainly two target groups and a tertiary target group of VOCA extended project. Primary target group which is the focus of the model and also the end users of the project is people with physical disabilities having mobility restrictions and seeking to find employment by using and developing their certain background as future mentors. Secondary target group, which is the individuals who will benefit from the training of the primary target group who are relatively less or inexperienced disabled people (mentees, future home based workers) trying to get or maintain contact with the labour market. Using the tools of training given with this VOCA extended mentor training, primary target group would support the secondary target group in reaching their professional development.

Composition of the team: It is LdV ToI Project. Partner countries are Italy, Lithuania, Romania, Slovakia, Spain and Turkey (2009-1-TR1-LEO05-08629).

Used technology: VOCA extended combines “old” techniques “e-mentoring”, “e-learning” and “e-working” together to create an innovative “new” approach. This unique approach is very open to be further developed and grow in the field of “virtual learning and virtual working”.

Impact evaluation: Project supports participants of VOCA e-courses in further training activities for developing e-mentor skills and profession, for e-mentoring the disabled people in integration to the working environment and to a new job. Thus, mentors used the knowledge, skills and qualifications gathered via VOCA e-courses both existing and in the new field and localized in new regions. VOCA also supported improvements in quality and innovation in vocational education and training systems targeting e-mentoring disabled people and further improve practices present in this field.

Funding source: European support (2009 – 2011)

Contact:

Point LLC

Address: Mithatpasa Cad. 62/19, 06420 Ankara/Turkey

Website: <http://www.pnt-grp.com>

Contact person: NA, ank@pnt-grp.com

Major outputs:

1. “VOCA Extended” - a learning website,
2. VOCA assessment: A common electronic assessment model and template targeted at companies, to assess their abilities to employ a person with a disability,
3. Voca Mentor Course: A mentor course plan, pilot course including coaching by a trainer and exchange of experiences; e-coaching and e-learning,
4. Voca National Curricula Modulation: A model for adaptation and modulation of national curricula,
5. Voca Mentor-Training Handbook: A mentor-training handbook, available in VOCA Website and in CD presenting pedagogical tools and methods,
6. Open and distance learning system,
7. Materials for open learning,

8. Procedure for the analysis and prognosis of the vocational training requirement,
9. Program or curricula,
10. Transparency and certification.

Website: <http://www.vo-ca.net>



Mentor Latvia

Country: Latvia



Objectives: Mentor Latvia was established as a result of the Mentoring in the Baltics initiative and the Mentoring program continues to be a major focus of their work, looking to ensure the growth and sustainability of the project's development.

Activities: The project develops young people's resistance to drug abuse by providing them with extra adult support, care and understanding.

Target mentees, and number of participants: 50 young people at risk of drug addiction.

Composition of the team: Mentoring foundation.

Used technology: Face to face meetings.

Organisational aspects: The mentoring process is carried out in cooperation with SEB and Mentor International.

Funding source: Self-supported initiative (2010)

Contact:

Mentor Latvia

Website: <http://mentor.lv/en>



Vilnius, Kaunas and Panevezys Mentoring Programme

Country: Lithuania



Objectives: This is a unique drug-abuse prevention project in Lithuania and it came about at the initiative of Vilniaus Bankas staff: a survey was made which revealed that the bank's employees would be most willing to contribute towards strengthening the social welfare of the country.

Activities: This is an adaptation of Mentor Sweden's programme; a cooperation between employees at different companies and high school students (15-16 years old) in disadvantaged communities. The employees become mentors for the students. Mentoring is a form of one to one involvement where an employee applies both vocational and personal skills in helping a student. At the same time a teenager gives the employee skills about teenagers and their lives today.

For the student, mentoring can improve self-confidence and self esteem, increase motivation, broaden horizons and experience and raise achievements and aspirations. For mentors, there is the opportunity to develop skills and understanding as part of their personal development, to feel valued and to put something back into the community. For businesses, mentoring provides a good opportunity for staff to develop a range of skills. Organisations and their employees can forge stronger links with the wider community.

Target mentees, and number of participants: Volunteer employees of Mentor Lithuania's partner companies are participating in the programme along with 50 young people. Positive example often has a positive effect on a personality that is in the stage of formation. Youngsters who fall within the so-called risk

group often lack positive examples to follow; therefore, the project partners have joined their efforts and extended their friendly hand in assistance to young people.

Composition of the team: Mentor Lithuania in collaboration with Mentor Sweden.

Used technology: Face to face meetings.

Organisational aspects: The mentoring process is carried out on the workplace of the mentor.

Funding source: Self-supported initiative (2004 - 2012)

Contact:

Mentor Lithuania

Website: <http://www.mentorfoundation.org/projects.php?id=94>



Stockholm Mentoring programme

Country: Sweden

Objectives: The need for adult role models is high among young people today. To have good and many adult relationships is a major protective factor, helping to prevent destructive behaviour with violence and drugs.



Activities: The Mentoring Programme offers students that are younger teens a unique opportunity to have a mentor, an adult friend, for a year.

Target mentees, and number of participants: 50 young people.

Composition of the team: Mentor Sweden.

Used technology: Face to face meetings.

Organisational aspects: The pairs meet regularly, twice a month, for a year. The match making between the mentors and the teenagers, as well as their meetings, take place outside normal school hours. Mentors are required to take a course in mentoring skills before they get matched, and throughout the year are offered guidance by our supervisors.

Funding source: Self-supported initiative (2001 – 2012)

Contact:

Mentor Sweden

Website: <http://www.mentorfoundation.org/projects.php?id=36>

Major outputs: Course for mentoring skills oriented to mentors.



Student-alumni e-mentoring project

Country: Luxembourg

Objectives: Hull University Business School offers students and recent graduates the opportunity to be mentored by business school alumni as part of the student-alumni e-mentoring scheme. The scheme offer students and recent graduates support and guidance as they enter the world of work, and since it was launched in 2007 has assisted a great many students.

Activities: The school is looking for business school alumni to help in this and act as e-mentors.

Target mentees, and number of participants: Young people without working experience.

Used technology: Internet communication.

Organisational aspects: The time commitment is minimal (just an hour a week or less over a six month period) and by sharing knowledge and expertise you will help to prepare students for the world of work, and gain first-hand experience of what the next generation of business professionals will have to offer.

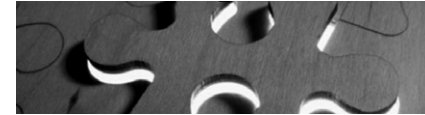
Funding source: National support (2011 – 2012)

Contact:

Hull University Business School, Branch Luxembourg

Website:<http://www2.hull.ac.uk/student/alumni/news/e-mentoring.aspx>

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Establishing Support in Social Integration and Employment of Disadvantaged and marginalised Groups

Country: Croatia

Objectives: The overall objective of the project is to promote the social inclusion of long-term unemployed social assistance beneficiaries by supporting their access to the labour market. The specific objective of the project is the development of a client based approach in the access of long-term unemployed social assistance beneficiaries to the labour market, by strengthening inter-sectoral and inter-institutional cooperation of relevant stakeholders and improving the quality of services of Centres for Social Welfare.

Activities: The project will assist the Ministry of Health and Social Welfare (MoHSW) to design a model of improved services needed for personalised progression routes back to the employment and continuous labour market integration of the most disadvantaged and marginalized groups, as well as to ensure that effective arrangements are in place to guarantee horizontal cooperation of the Centres for Social Welfare (CfSWs) and other key stakeholders at regional and national level. The improvement of quality of services, i.e. introduction of the Social mentoring model by educating social experts for becoming Mentors for Social Inclusion is based on the Social Welfare Act which grants the assistance in overcoming specific difficulties, including the assistance of the CfSWs' social experts in searching for a job.

The project will reinforce capacities and improve the quality of services of the CfSW, and will also strive to ensure general public support and motivation for the utilisation of such Social mentoring model. Given the current relatively negative image of the social welfare system in the Republic of Croatia, relevant project components will involve high level of transparency and participatory approach in order to ensure that effective arrangements are in place to guarantee horizontal cooperation of the CfSW and other stakeholders at all levels and to sustain their commitment.

Target mentees, and number of participants: Marginalised groups.

Composition of the team: 3 key experts were responsible for the matching of mentoring participants.

Used technology: Face to face meetings.

Organisational aspects: Social mentoring model provided by mentoring from Social Welfare Act.

Funding source: European support (2010 – 2012)
It was supported by Instrument for Pre-accession (IPA) projects.

Contact:
Croatian Employment Service

Major outputs:

1. Conducting comprehensive analysis on existing practices and services related to social inclusion and employment,
2. Forming 8 working groups and conducting seminars for members of the working groups,
3. Defining formalized cooperation procedures,
4. Organising a public campaign to advocate access to the labour market as one of the complementary citizens' rights for preventing social exclusion,
5. Selection and training of at least 21 social experts, future MfSI and ToT,
6. Study visit to one of the EU Member States,
7. Pilot-delivery of the Social mentoring model,
8. Delivery of the Manual for Mentors for Social Inclusion,
9. Delivering training to a larger group of social experts, future MfSI,
10. Organizing seminars for a larger number of experts employed in CfSW, CES and other key stakeholders.

There are two main components in this project:

1. Component 1: To develop basic instruments for taking stock on the situation and specific needs of the CfSWs, other stakeholders and potential clients and, subsequently, identify and bridge the gaps with respect to the improvement of the quality of services of the CfSWs.
2. Component 2: To focus on the capacity building of social experts working

in the CfSW in order to become Mentors for Social Inclusion (MfSI). Capitalising on the work undertaken within the Component 1, a group of social experts will receive a comprehensive training that will incorporate both theoretical and practical elements, which will later on transfer the knowledge to larger group of social experts.

IV. CONCLUSIONS

Based on the information included in this Report the following conclusions can be outlined:

1. During the last ten years the mentoring programmes are getting more and more widely used in the systems of non-formal and informal learning of the European countries.
2. In all countries planned to be included in this Report at least one mentoring programme was found. Although they are not explicitly targeted at disabled people, the programmes seemed to be flexible and easily adaptable to the users' needs.
3. The majority of the programmes identified during the research were funded by EU and/or national governments and after the funding period the programmes have been suspended.
4. The programmes had wide range of topics and scope and the most widely exploited themes were development of soft skills, creation of self-esteem, raising awareness towards the specific needs of a particular target group, improvement of IT skills, promoting of volunteering, and encouragement of entrepreneurship and prosperity. Among the less exploited themes were arts, crafts, and public administration.
5. The majority of the described programmes had international coverage by being implemented in the territory of more than one country. These programmes were organized in the framework of European projects and were held simultaneously using the same methodology, approach, and media.
6. The Report shows the trend of intensive use of blended learning based on a combination of more than one training approach. For instance, the Report described many programmes where mentoring was implemented alongside with traditional group training and e-learning. The classical mentoring programmes were frequently used when the beneficiaries were people with moderate or severe disabilities or people living in rural areas.
7. The majority of the programmes have been secured with training materials such as handbooks, guides, and even educational videos and demo

presentations. Despite the clear description of used methods and training procedures these materials are not easily accessible as the most of the websites are not currently maintained.

8. The majority of the programmes described in the Report are oriented to delivering of training and mentoring to vulnerable beneficiaries rather than training of mentors. During the last years there are number of trainings of mentors but their focus is upon the youth interactions and volunteering. The training programmes centered on the preparation of mentors from business sector have not been found.
9. The Report reveals that each programme pretends to have used its own unique training methodology and procedures which led to the lack of unified methodology which can be easily applied by future mentoring providers under different circumstances.
10. The Report also reveals the gap of information regarding the impact of the programmes in short and long-term period. Among the most frequently used indicators for measuring the impact are statements from the participants, success stories, and summarized results of questionnaires. These indicators measured the level of satisfaction of users but the objective monitoring procedures were not clearly enough described. The monitoring and evaluation of the schemes, as regards to the information found, were based on internally implemented procedures while external evaluation has been neglected.
11. The programmes included in this Report can be referred to the system of informal and non-formal learning. However, the described programmes do not suggest evident procedures for recognition of knowledge and skills acquired through mentoring.
12. These conclusions are based on the individual text interpretations of the authors of the Report. We recommend to all readers to make a deepened review of the provided programmes and to make their own insights and conclusions. This could improve the quality of future mentoring programmes no matter if they are oriented towards disabled people or to other people disadvantaged on the labour market.

I. RECOMMENDATIONS

Based on the review of the programmes included in this Report the authors prepared the following recommendations:

1. The mentoring providers should observe for a consistency between the set goals of the mentoring programme and the envisaged duration of delivery.
2. The mentoring providers should clearly distinguish the mentoring from other similar training approaches, such as coaching and peer education.
3. The team responsible for implementation of mentoring should define realistic expectations from the participants of the programme.
4. When the programme is being implemented simultaneously in more than one country the organizers should achieve agreement on common standards for implementation of the programme so that the results and achievements to be easily comparable and analysed.
5. The Report identified that the blended learning proved to be the most preferable approach. If just e-mentoring is planned, then the organizers have to enrich the levels of communication between mentors and mentees by providing of different channels both for written and oral interactions as well as an option for exchange of video files and demo presentations.
6. The mentoring providers can also plan thorough procedures for measuring of impact of the mentoring programme because usually the mentoring programmes generate intangible influence on the skills and knowledge of the participants and its measurement is proved to be challenging.
7. In case of need the mentoring provider could ensure the external evaluation of its programme in order to easily validate the outcomes of the programme.
8. The most innovative aspects of the mentoring programme should be clearly identified and duly described.
9. As the majority of the mentoring programmes implemented so far were targeted to people who need to gain new knowledge or skills or to those who need to refresh and renew their competences, in the future the mentoring programmes could be orientated to training of mentors from business sector.
10. The current trend marked that there is lack of on-going mentoring

programmes. Some motivation mechanisms for the employers willing to introduce mentoring programmes could be suggested.

11. The supporting documentation and the manuals developed to complement the mentoring programme might be publicized for a long-term period by using of cost-effective channels available in Internet, so that more and more people to take advantage of already developed products.
12. The Report reveals the variety of mentor's profiles and the research of feasibility of creation of occupational mentor's profile could be appropriate.
13. Since the majority of the mentoring programmes implemented up to now involved volunteer participation and were initiated by the third sector organisations there is a need of more intensive attracting of employers and other staff from the business sector.
14. Since a huge diversity among the mentoring programmes was observed, there is a clear need of introducing a process of benchmarking in mentoring which will lead to the provision of high quality mentoring all over the Europe.



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European Mentoring Network for Disadvantaged Adults

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