



## Voluntary Mentoring Projects



Lifelong  
Learning  
Programme

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Paramos vaikams centras  
Children Support Centre



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## EU-Disclaimer

This publication has been produced with the assistance of the European Union. The contents of this publication are the sole responsibility of "Gemeinsam leben & lernen in Europa" and its partners within the Grundtvig learning partnership "VoluMe - Voluntary mentors: Voluntary mentoring and partnership projects as an effective pathway into learning" (2013 - 2015) and can in no way be taken to reflect the views of the European Union."

# **\_Preface**

Many young people across Europe have additional educational needs, suffer from a lack of social skills, emotional support and role models or have an isolated or troubled family background. Usually resources to fund and staff additional programs to support these disadvantaged young people are scarce.

Voluntary mentoring can be a good strategy for helping young people to succeed in school, work and life. Volunteer mentors can help give children and young people the confidence, resources and support they need to achieve their potential. However, even if mentors work on a voluntary basis, some additional resources and an efficient management are needed to make volunteer mentoring programs successful.

For this reason five volunteer-involving organisations from Czech Republic, Germany, Lithuania, Slovakia, and UK which have mentoring projects formed the Grundtvig Learning Partnership 'VoluMe – Voluntary Mentoring Projects'. Aim of this partnership was to exchange experiences and expertise. As a result partners created this toolkit for managers of mentoring and partnership projects focusing on improving the skills and well-being of young people.

Our toolkit contains materials and information needed to start or maintain a quality mentoring program, with a wide range of good practice methods program from organisations across Europe. Through this we hope to provide other NGOs with relevant expertise and innovative ideas on how to start and maintain voluntary mentoring and partnership projects themselves.

We hope this toolkit will motivate NGOS and volunteers to get involved in mentoring and partnership programmes, as they help to improve the academic performance of young people as well as their emotional wellbeing and social skills.

## The team of editors\_







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## How to start a voluntary mentoring project

Infrastructure and resources needed  
Project planning and organizing

## Points to consider before setting up your voluntary mentoring project:

- Is there an identified need for my project?
- Is there already a similar project at the same location?
- What is the overall aim of the project?
- Are any good practice tips available from similar projects in your country or abroad?
- What resources will be required to meet the needs?
- Are there 2-3 reliable and responsible people that are able to run the project?
- Are they personally committed to the project?
- Is there enough time to carry out focused research and planning for the project to be successful (including need, resources and implementation)?
- Are there sufficient resources available for implementing the project?
- Have a good idea and be driven by it!

It is additionally important to consider that, along the way, aspects of the project may need to be modified in order to meet changes in needs and/or resources.

### 1.1. How to assess the need for your project

In order to ensure the project's success, a vast amount of research would initially need to be carried out. Research can take shape in many different forms using various methods. It is important to research and consider:

- How many mentees and mentors there are within the area;
- Are there any existing programs (or support) in that particular field;
- Assess the main issues affecting the region;
- Contact local institutions such as schools, local authorities or social services.

Research methods:

- Conducting questionnaires;
- Gathering existing statistics;
- Interview potential service users or partners;
- Roundtable discussions and meetings.

### 1.2. What do you need to start?

For realisation of any mentoring program staff infrastructure and resources need to be identified.

#### Human resources:

- Qualified and motivated core team of coordinators)
- Project manager
- Motivated and trained volunteers

#### Infrastructure:

- Appropriate rooms, both for working on the project and holding meetings and training sessions
- Office equipment
- Means of communication (telephone, computer with e-mail account and website)
- Materials (e.g. material box for mentors, games, sport and free-time equipment, interview forms, training material for volunteer training courses)
- Storage space

#### Resources:

- Funding
- Motivated partners and supporters (local authorities, local companies, public institutions etc.)
- Knowledge

### 1.3. How to plan and organise the mentoring program?

Remember that a good mentoring program works in a "project circle": plan → implement → evaluate → adapt. This process comprises from several steps:

1. Plan your resources, goals, strategy, expected results and their evaluation
2. Create a communication and information plan. Allow extra time for older people as they are often not used to e-mail and have to be called separately
3. Ensure you have the finances and resources needed (staff, tools, infrastructure) and project partners
4. Share functions, roles and responsibilities amongst your team members
5. Have a work place and all necessary infrastructures
6. Make a concept of data management
7. If they are not part of the team: make agreements with trainers, prepare them
8. Decide your PR strategy
9. Plan your crisis and risk management
10. Implement program plan
11. Evaluate expected results
12. Adapt your program according to the evaluation results
13. Circulate good practice methods
14. Be committed, flexible and have fun!

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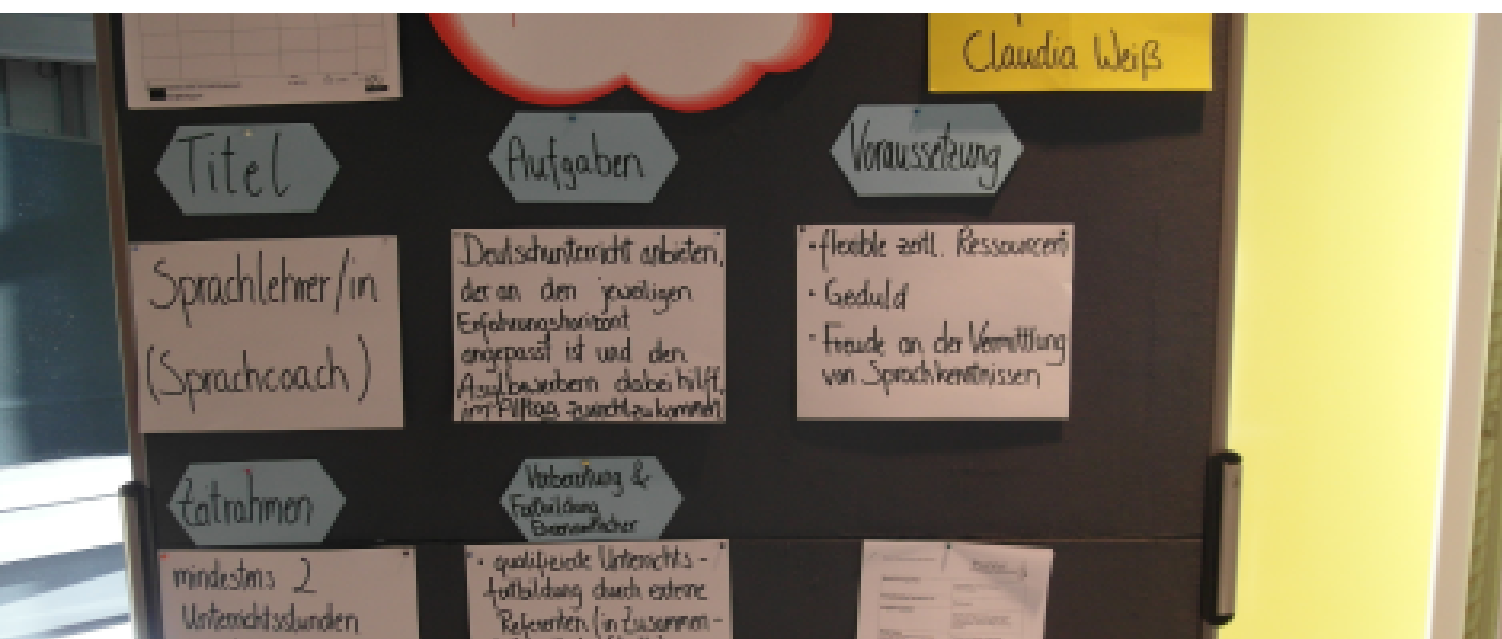
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# 2

## Mentors and mentees

Selection and Recruiting  
Trainings  
Matching

Beginning of the relationship  
The key to a successful relationship

**Mentors and mentees** are the most important parts of the mentoring program. Mentors work on a voluntary basis so in some programs, mentors can have their transport expenses covered. It is also common practise in long term EU member states to allow employers to provide conditions for their workers to volunteer during working hours for their partner organisation. Volunteering Matters



picture by Uschi Friedenberger

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## 2.1 Selection and Recruiting

Mentors and mentees must be carefully selected before they are recruited. The selection and recruiting often includes: an application, interview, relevant documents (e.g. copy of ID card, criminal check, references, etc.) and an assessment of their participation and performance during the recruitment process and training.

Prior to taking on a mentor, the organization should consider what they are looking for in a mentor in relation to the applicant's profile. Often this includes the following:

- Good with children
- Open minded (adaptable, flexible and creative)
- Willing to learn
- Agree with the organisation's framework (ability to follow the rules, accept their role in the team, awareness of competency limits)
- Follow project guidelines (open to supervision; open minded and willing to learn; ability to self-reflect)
- Age (it might be important in some projects – for example, mentoring program for teenager mothers would expect mentor to be older and a parent)
- Relevant knowledge and not necessarily professional experience
- Self-awareness (why I am doing this? What will I gain from it?)
- Team player (willing to share experience)
- Emotionally stable
- Able to handle challenging situations
- Good communication and personal skills
- Motivated (an acknowledged interest in the cause can positively affect the outcome)
- Spare time,
- Is responsible, reliable, committed

Here are some ways described how you can assess the characteristics and requirements of the applicant for your project:

- Test (motives, expectations, possibilities)
- Conduct an interview asking questions surrounding suitability for the role/ project
- Training
- Criminal (CRB) check
- References from employers or colleagues
- Risk-assessment
- Applicants have to provide proof of identity
- Structured interview with the mentor (a multidisciplinary team of interviewers may be needed, such as, psychologists, program project managers, supervisors etc.)

Steps for selecting participants (within two project examples, "Big Brothers Big Sisters" and "Language mentors"):

- "Big Brothers Big Sisters" program is made for children who lack emotional support and a positive role model in their lives. The mentor is expected to complete an application form, attend the interview with a psychologist, bring a copy of their ID card, CRB check, photo, 2 recommendations and pass their training. Mentors inside the organization must sign a contract with organization for a voluntary work.
- "Language Mentors" support an immigrant child's ability to speak and learn a language. This could increase both confidence and opportunities available to the child. Similarly, following the organisational checks (these include: signing a declaration of cooperation and receiving a certificate of clearance from the police) mentors are expected to participate in a training course preparing volunteers for their task using concrete practices and setting precise framework.

## 2.2 Trainings

Following the above, you will find five examples of how training is organised in different European countries and their programs. All examples will include the name of the program, setting and frame information, requirements for trainers, requirements for group, subjects/topics for the trainers, training materials and challenges. It is important to have registration for training completed, a list of attendees and training materials prepared before the training can take place.

### 1) Mentoring program “Big Brothers Big Sisters” in Lithuania

**Setting:** Training is an important part of the selection process as every candidate who attended the interview must pass training to become a mentor. Program training takes place once a week for 2 hours and is 10 weeks in total, Training is mandatory and only those who participate in at least 8 out of 10 sessions and demonstrate appropriate characteristics can pass. Trainers will then write an evaluation on each participant at the end of the training and discuss the suitability for each participant with their team.

**Trainers:** qualified psychologists with mentoring experience or experience of coordinating mentors

**Group size:** maximum 15 people

#### Subjects and topics:

- Introduction
- Verbal – nonverbal communication
- Effective & ineffective ways of communication
- Children in crisis, suicidal
- Violence & abuse against children
- Children living in child care institutions
- Children in divorced families
- Needs & characteristics of children in different age groups
- Cycle of relationship/ parent – mentor communication.
- Conflict and anger management.
- Rules of the program. Internal Child protection policy and Code of conduct.

**Training material:** every participant receives a 20 page book including theory, exercises and advice for mentors.

The biggest challenges for participants and trainers:

- Topics that may trigger emotional reactions
- Unmotivated or uncooperative participants
- Homogenous/heterogenic group (e.g. all women)
- Rejection during/after the training





## 2) Program “Voluntary Language Mentors for Kids” (Ehrenamtliche Sprachpaten für Kinder aus aller Welt) in region of Passau/ Germany

**Setting:** All interested candidates receive information about trainings via email, phone or post (post is more suitable for older candidates). The training contains 3 training sessions (3-4 hours), usually once a week for 3-4 hours. Attendance is mandatory for all training sessions and additional options are provided for missed sessions. Training consists of interactive and intergenerational methods: minimal amount theory and more “real” examples and tasks based on practical experience.

**Trainers:** project manager, volunteers as assistants and/or specialized trainers/experts.

**Group size:** 10-20 participants

### Subjects and topics:

Session1: Our expectations and the expectations of participants; getting to know each other, my role as a volunteer, role plays with typical (problematic) situations as a language mentor

Session2: Intercultural session: overcoming prejudice about different countries and Germany, theory of cultural dimensions with examples from countries where the children originally came from

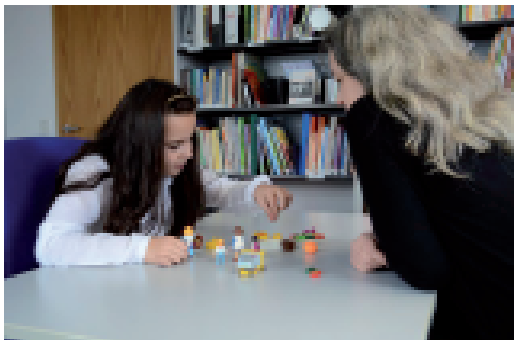
Session3: Run by trainer who has experience of teaching German as a second language; presentation of material methods (books, exercises, and games), do's & don'ts, answering questions; and what will happen next, planning your first meeting.

Personal interview: every participant must have a personal interview with the project manager, to answer questions on a personal level, but also as an additional opportunity to identify, if a candidate is suitable for working with kids and doing the volunteer work.

### Training material:

Every participant receives learning material:

- Information and training folder for volunteers
- “Language mentor box”: box with lots of easy to use learning and teaching material, games, grammar book, picture dictionary.



The biggest challenges for participants and trainers:

- Training facilities, materials and tools may be inappropriate and therefore should be adapted or changed during the program
- Group size and characteristics of participants impact the success of training (it is important to not have more than 20 people in the group and to make sure they are of mixed personal and professional backgrounds)
- Avoid giving out handouts and materials until after the session as this may cause participants to lose concentration during the training
- Some participants might be prejudice against different countries and people
- The time for the training is important: in evening sessions it is difficult to keep the high level of concentration, especially if the training takes place on Friday evenings.
- Be aware that participants with mobility issues may be unable to participate in training sessions taking place in a building without a lift

Some Important things to note when you are organizing trainings:

- Invite mentors to share their experience
- Find out the expectations of volunteers first and then discuss the expectation of your organisation and discuss the boundaries
- Discuss the volunteers' responsibilities
- Provide a nice working atmosphere, where participants feel welcome and appreciated and have a reliable contact person if problems or questions occur.



### 3) Program VSF – Volunteers Supporting Families (UK)

**Setting:** Training is compulsory. The training takes place 3 full days for 7 hours a day. Attendance is mandatory for all training sessions and additional options are provided for missed courses. Ground rules for the participants: punctuality, confidentiality and respect. Trainers write an evaluation about each participant at the end of training. At the end of the project, the trainer meets the volunteer for a post mentoring follow up interview. The goal of this interview is to establish that the volunteer continues their involvement.

**Trainers:** Project manager and project coordinator

**Group size:** 10 - 15 people.

**Subjects and topics:**

Session 1: Intro session: Intro, icebreakers, hopes and concerns, processes, identity, diversity & volunteer role.

Session 2: Making support work: Referral process, boundaries, conflict, confidence, safeguarding, risk & ending the relationship.

Session 3: People we support: Understanding families

and children, building self-esteem, type of parenting & impact we make.

The biggest challenges for participants and trainers:

- Expectation management
- Sensitive topics
- Different levels of experience
- Participant reliability

**Important note:** Arrange time to meet afterwards with each participant

### 4) Program 5P in Czech Republic:

**Setting:** Training is compulsory. Training takes place 2 days over the weekend, 9 hours per day. Attendance is mandatory for all training sessions and latecomers can be sent home come. Individual training sessions are provided for those unable to attend a whole training.

**Trainers:** External trainer with psychotherapy and lecturing experience as well as coordinators and current volunteers talking about their experience

**Group size:** 10 - 15 participants

**Subjects and topics:**

- Introduction (collage making)
- Expectation, fears, workshop offer
- Detailed presentation (rules, examples, competences)
- Homework (how to incorporate the feeling of fear into their role play)
- Role play – fears (difficult situations with children, parents etc.)
- Terminology
- “Ideal child”- drawing and story
- Introduction to children who are waiting for volunteers (children not present)
- Practical info (contracts, formal obligatory documents, criminal check, health history)

The biggest challenges for participants and trainers:

- Difficult applicants (talking too much or too little, not being punctual, demanding, not meeting the expectations of the training etc.)

**Important note:**

- Be clear and explain the difference between volunteer and staff responsibilities
- Main goals of the training:
- What makes a competent mentor
- Getting to know each other (applicants & coordinators)
- Explain and implement the principle of friendship
- Understand the volunteer's limitations

**Training material:** Every participant receives a list of supervision rules and 5P principles, the rest of the information is passed on verbally and through experience. An emphasis is put on clear understanding and internalization of 5P principles by every participant.

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## 5) Program DoT in Slovakia (basic training)

Setting: Recruitment and selection of volunteers is performed by employees of the organisation and volunteer program. Training takes place after the first selection is made.

Basic mentoring training is mandatory, lasts for three days and has three parts: administrative-organisation issues, during which volunteers are introduced to practicalities, information about the mentoring project, and the framework of the program. Participants are then asked to sign the cooperation agreement, a code of ethics and the rules of the program are discussed. Different methodologies of formal and non-formal education and teaching techniques, social skills training focusing on understanding the life condition and social context of clients, risk management and case studies.

**Trainers:** Trainers from organisation working in community centres.

**Group size:** 2 - 20 people

### Subjects and topics:

- Social skills
- About different working contexts (social exclusion, various educational methods)
- Mentoring processes
- Crisis intervention
- Personal growth of mentor
- Work under supervision

**Training material:** school textbooks, ropes, flipcharts, post-its, crayons, bamboo sticks, rocks of different

sizes and types and other miscellaneous material for indoor and outdoor activities

The biggest challenges for participants and trainers:

- Funding for the long term training
- Lack of precise definition of what a volunteer is due to Slovakian legislation
- Attendance
- Lack of motivation due to expectations and different visions



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## How to deal with potential or existing issues on the side of volunteers

Problematic issues can affect a mentoring relationship as well as the program itself. Trainers need to stay attentive during the selection process in order to follow issues the volunteers may face so they are noticed and solved accordingly:

**Untrustworthy** - Being reliable is one of the most important aspects of being a mentor. Without the commitment of time, the program will be unsuccessful. Before recruiting a mentor, it is important to meet them face to face and get to know them in order to trust the volunteer to work with children. If they do not pass this stage, they are not an appropriate volunteer.

**Unmotivated** – Lack of motivation might not show at the beginning of the participation. The signs for it are: delaying with tasks, does not interact with other participants and is not very active during exercises. The wrong motivation can also be an issue. This issue arises if a volunteer comes for the wrong reason (e.g. expecting the child to make him happy because they had a difficult personal life)). In both cases, face to face communication is important; at the start of the process the motivation of the volunteer should be recognized. It is essential to begin the interview/ training stating the expectations of the organisation and then go on to explore the expectations of the volunteer; find out what they need to keep motivated. It is also helpful to introduce an unmotivated volunteer with a motivated volunteer to share their experiences.

**Uncooperative** – Once training has begun, it is usually easy to recognize those that are not cooperating. Usually, they will refrain from participating in group meetings and will not compromise their opinions. If this is the case, it is important to emphasise the commitment of being a volunteer and if they are unwilling to cooperate it is best they leave the program.

**Not accepting the rules** – this issue describes a participant showing rebellious, provoking and conflicting behaviour in the selection process and the collaboration. Often it can be seen in a situation where important rules, such as “do not support mentee’s family financially” are not understood. The participant misunderstands the project and the frameworks and mistrusts the set framework. The first meeting should outline the rules of the organisation. Time should be set aside to answer any questions that arise and to make sure

there is a general understanding of the organisation, its standards and how it is run. It is important to emphasise that the rules are in place to protect the organisation, mentors and the beneficiaries/children. If rules are violated they must be flagged up and discussed. If there is an ongoing disagreement/ breaking of the rules, the volunteer is not suitable for the program.

**Mental health issues** – Mental health issues are not necessarily problematic. However, it is important to consider the type/focus of the program as well as the level of the volunteers’ mental health issues, especially if they have experienced trauma themselves. If in doubt of their stability, it is possible to ask for a letter from their doctor or to suggest postponing their voluntary placement until they feel more stable.

**Criminal records** –One option is to question the individual about their criminal record and the incident itself. If unsure, it is also possible to request a record from the police. Following this process, the activities assigned to the volunteer will depend on their criminal level. You should always check the requirements in your country when working with vulnerable individuals, e.g. children.

**Volunteers with experience of trauma** - Sometimes it can be beneficial for the mentor and mentee if the volunteer has gone through the same experience as a child (e.g. when both have divorced parents). However, it is vital that before the match is made, the organisation finds out how the volunteer copes with the experience and how they feel about dealing with the child’s similar problem as it can potentially be a risk to both individuals.

**Religion, sexual orientation and race** shouldn’t be an issue. Mentoring programs should challenge intolerance at any level. However sensitivities should be taken into account during the matching process.

It is good to gain some insight into these areas, whether it is carried out through a questionnaire, personal interview or during training. If a participant has a problem answering any of the questions due to them being too personal, this should be discussed as it is important to disclose this information when working with children and/or their families.

## 2.3 Matching

The matching procedure can vary a lot depending on the program. Some might not need sophisticated matching procedures, e.g. because the closest geographical distances between mentor and mentee might be the main matching criteria; but other programs need a profound and sophisticated matching system, as personality, interests, professional backgrounds, social skills etc. are important criteria for helping the child and family.

To make a perfect mentor - mentee match, following procedures might be helpful:

- Psychological test and/or interview for both – mentor and the mentee (including mentees parent or care giver)
- Supervised training for mentor and evaluation
- Consider the opinion of a volunteer and what they would find rewarding
- Consider the opinion of the child and the parent/caregiver (often age, religion, race, marital state and lifestyle need to be taken into account)
- Motivation of mentor and mentee as well as parents/care givers is important
- The same hobbies, interests of the mentor and mentee
- Characters and temperaments should be considered: it is important to not make a match those with similar characteristics

- It is important to consider strengths of the mentor and weaknesses of family and the child – the strengths should compliment the weaknesses
- Reasoning by intuition is also often successful.

The matching procedures depend very much on the goal and framework of the mentoring project. People have to be open minded and empathy is important. Here is an example of two German educational projects where differences in matching process are evident:

**1)** In the project “Reading Mentors”, teachers send certain pupils, who they deem in need, from their class to Reading Mentors. The matching is more or less a surprise, based on the individual choice of the teacher and the time schedule of the mentor.

**2)** The project “Language Mentors” in a matching process mainly considers the characteristics of the mentor and a mentee as well as:

- Geographic closeness of mentor and mentee
- Mentor is a native German speaker
- Gender (e.g. if possible male mentors are matched with male mentees)
- Experience with children/young people
- Existing connections to certain school
- Time – how much time can the mentor spend with the mentee and will it be enough for a fast enough progress with this precise child/young person.



## 2.4 Relationship building

### 2.4.1 Beginning of the relationship

After the matching the mentor is introduced to the child, their caregiver or the family they are going to work with.

When the mentoring program provides help for educational reasons this introduction procedure is usually short and includes limited information about the mentor and mentee. Programs where emotional or social support is provided, the introduction is longer as it discusses the plan and rules in depth. It is important to create an atmosphere of trust so the mentor, mentee and family members feel comfortable enough to share personal information if they wish to. If the organisation believe a particular issue should be raised, they may take the opportunity to encourage the sharing of this information. However, this is not mandatory and neither party should be pushed to discuss issues they are not willing to share.

Here are some tips for those who introduce the matched mentor and mentee:

- Agree with all participants on the time of the meeting, inform them how long this procedure will take and what they will have to do.
- Organise the meeting room and necessary documents
- Create a safe atmosphere by starting the introduction with some warming-up questions. Ensure the meeting won't be disturbed.
- Explain why participants were invited and introduce them to the project
- Ask child/parents/teacher about their motivation and reasons for participating in this project.
- Use visual methods to discuss of the child's present situation For example, the child might say that they are very shy and can't make friends. Ask them to mark how this makes them feel on a scale from 1 to 10 where 10 means "very good" and 1 "very bad". Encourage parents/child/family to identify any problems for the mentor to take into account. In the UK, Volunteering Matters use an impact measuring system called "Family star".
- Ask mentor to introduce themselves and add some positive or factual information about them if necessary. Encourage child /parent/family to also ask them questions
- Ask the mentee how they imagine their life to change

while participating in this project. Correct any unrealistic beliefs, for example, "I will speak perfect German in 1 month") and encourage a positive attitude towards the project.

- Discuss the roles responsibilities and rules of the project. Make sure all participants understand this information.
- Ask the participants what their fears or hopes are with regards to the match.
- Ensure participants read and sign the contract if necessary.
- Remind participants of boundaries and give your contact details to let them know you will support them if any problems arise.
- Agree on what the goals of the match are as well as how often you require reports and updates. In Lithuania's "Big Brothers Big Sisters" project, reports are requested from each party every month.. The UK's Volunteers Supporting Families project asks for a report from the mentee after each visit and conducts an evaluation with the mentee after the first 3 months. In Slovakia, the mentoring program DOT works with Roma children-integration in a day centre. While communicating with mentor and doing homework, drawing or crafts, children might earn points in exchange for clothes, books and toys provided by the centre. There mentor is often a mentor for a child only for a one day without a contract that the child of family will come back for the help on other day.





## 2.4.2 The key to the success of a relationship

To build a successful relationship you must take certain aspects into account depending on the country, specifically culture and politics program.

Ensure that the mentor and mentee are always treated with respect and that the support provided takes their strengths and weaknesses into account.

Supporting mentors

Mentors must be supported throughout the project.

Here are some suggestions on how you can support them:

### 1. Ongoing support :

- Good preparation as describe in chapter 1.3.
- Clear and transparent information about procedures and organisational matters
- Access to staff/volunteers with necessary professional background
- Individual and prompt counsel/support/advice Fixed contact person
- Active listening, feedback, monitoring procedures in place 1:1 conversation
- Individual or group supervision (for personal development but also processes such as career advice, relationship) – once a month and on an ad hoc basis
- Feedback meeting with mentor/parents/mentee/co-ordinator, talk about results – 3-4 times a year
- Volunteers' club – once a month
- Group discussion – once per week/ month
- Social meetings (tackles motivation of volunteers) – every 6 months
- Information meetings (teachers/experts talk to volunteers) – 3 times a year
- Technical support (for elderly volunteers – help to write e-mails or to use other new technologies) – when needed
- Respecting limitations and barriers of mentors
- Exchange meetings – 1-2 times a month
- Seasonal Newsletter for mentors with important information for mentors about the project or program

### 2. Additional support and benefits for mentors:

- Opportunities for further training and mentor development – depending on needs and financial resources
- Additional professional support
- Opportunity to participate in other organisational activities (conferences, seminars, exchanges of professionals)
- Improvements, changes to the program made according to evaluation/reflection

### Rewards/ Acknowledgements for mentors:

- Promoting/ publishing the achievements of the volunteer mentor in their environment (school, family, workplace)
- Recognition of the mentors and their contributions
- Putting them into areas of higher responsibility
- Study visits
- Small presents for volunteers (for example, umbrellas with the logo of organisation)
- Awards for volunteers
- Work and achievements of volunteer mentors being mentioned and presented in PR work



## Support for mentees and their families throughout the process

When a mentee approaches the organisation, it is important to find out their problem areas and expectations to measure the level of motivation of participation and the level of possible collaboration and communication with a child or/and family. For this reason it is recommended to establish the following procedures:

- Conversation with other services about the child and/or parents (with teachers, with social worker of the family, etc.)
  - Interview with a child and parent/care giver
  - Monitored child protection regulations
  - Clear and transparent information about procedures and organisational matters
  - Introducing and keeping rules, safety and regulations of the program. For that reason a contract with organisation in many countries is signed
  - Additional education for the mentee and/or his family (for example, personal safety trainings, parenting trainings, language lessons, intercultural training etc.)
  - Social or financial support
  - Showing respect and empathy and confidentiality for the child and family
  - Providing info sheets, e-mail/telephone contacts for questions or problems arising
  - Assuring that one coordinator will lead the mentee through the process and will coordinate their participation in a process with their mentor
  - Meetings with everyone involved regularly (reflection sessions)
  - Measuring the impact of the program and showing the mentees and/or families their contribution
- Other practical additional help can be provided for the mentee and their family:
- Consultations of psychologist or psychotherapy
  - Cooperation with other services related to improving the child's life
  - Organising social events (6 times a year)
  - Positive parenthood groups
  - Cultural education (theatre, concerts)
  - Letters of recognition to children
  - Summer camp for financially disadvantaged children
  - Support mentees after finishing program



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### 2.4.3 Practical tips on creating a positive connection with the mentee

Provide mentors with tips on how to begin building a relationship with their mentee.

Here is an example of our Lithuanian partner, who provides their volunteers with the following tips:

1. Surprise your mentee and celebrate their birthday.
2. Make Christmas postcards together.
3. Cut out pictures of magazines and create a collage about their life at the moment.
4. At the beginning of your meeting say 3 things you like about each other
5. After 1 year send a letter to your mentee telling them how they have changed.





## 2.5 How to maintain volunteer/ mentee motivation

The coordinator of the mentoring program should keep their volunteers motivated.

### 2.5.1. How to recognize decreasing motivation of volunteer

- Volunteers express their loss of motivation
- Volunteer is skipping supervisions and group meetings
- Volunteer is dedicating less and less time to volunteering
- Volunteer shows lack of interest in their mentee
- Volunteer stopped to participate on events of the program
- Communication with volunteer is problematic (he/she doesn't answer correspondence)

#### Reasons for decreasing motivation can be:

- The volunteer has less free time
- Unrealistic expectations of results
- Work is too psychologically demanding
- Not enough support and encouragement

### 2.5.2. How to address the issues

- Don't automatically exclude them from the program
- See if there are any ways to relieve some of the pressure on the mentor
- Think about their reasons for volunteering and expectations at the beginning and ask him/her for some feedback
- Find out about any changes during their volunteering on a personal or professional level
- Address any issues and problems with the volunteer about their situation if appropriate

#### Possible ways of maintaining and renewal of motivation:

- Focus on strengths
- Provide assistance in volunteer's work
- Talk to parents of their mentee
- If needed refer them to external support services
- Involve him/her in other activities (work in office, organising events, program participation in international projects, being a mentor for other mentors etc.)
- Acknowledge and praise the work of the volunteer

**If necessary** (for safety of the mentee and volunteer program) you should also consider the appropriateness of the volunteer's continuation in program. If you decide to discontinue working with the volunteer, you should **terminate the contract** with him/her **in the best way** and if appropriate **keep in touch**.

## Example from practice:

Peter, 26

Peter had been a mentor in our program for 2 years when we noticed that he had started to skip supervisions. His excuses for this were: working late, illness, forgetting the date of supervision etc. Peter had usually been a very enthusiastic mentor so this behaviour came as a surprise.

I invited Peter for a personal consultation and tried to talk about his involvement in our program: what was he unhappy about? Are there any problems surrounding his mentee? Are there any problems in his personal life? During the consultation I focused on his strengths and positive experiences with his mentee.

I found out that Peter was disappointed because the meetings with his mentee were becoming repetitive and he felt he had no energy to plan new activities. He was also overloaded at work.

I suggested that he should let his mentee make suggestions on what activities to get involved with and this ended up being very successful. Their meetings started to become more enjoyable again and Peter stopped skipping his supervisions.



## Examples of motivated volunteers



*'I find it very, very interesting that I've changed since I've been working with refugees, I relativised my way of life and my demands'*

Ulla Möllinger, language mentor





3

**Dissemination & PR**

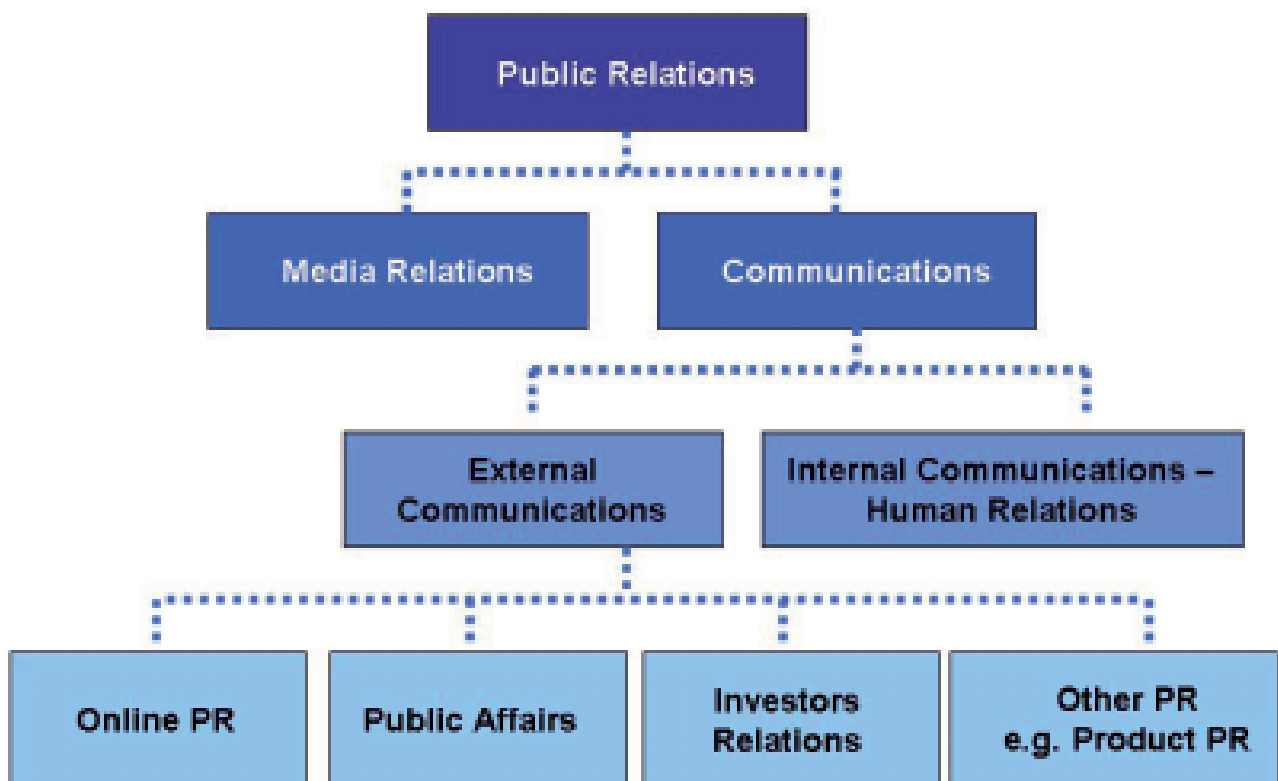
### 3.1 Definition and function

This chapter focuses on dissemination and public relations (PR). Further information on this topic can be found in the resources section. Public Relations are not only essential for companies, but also for NGOs and mentor-mentee programs.

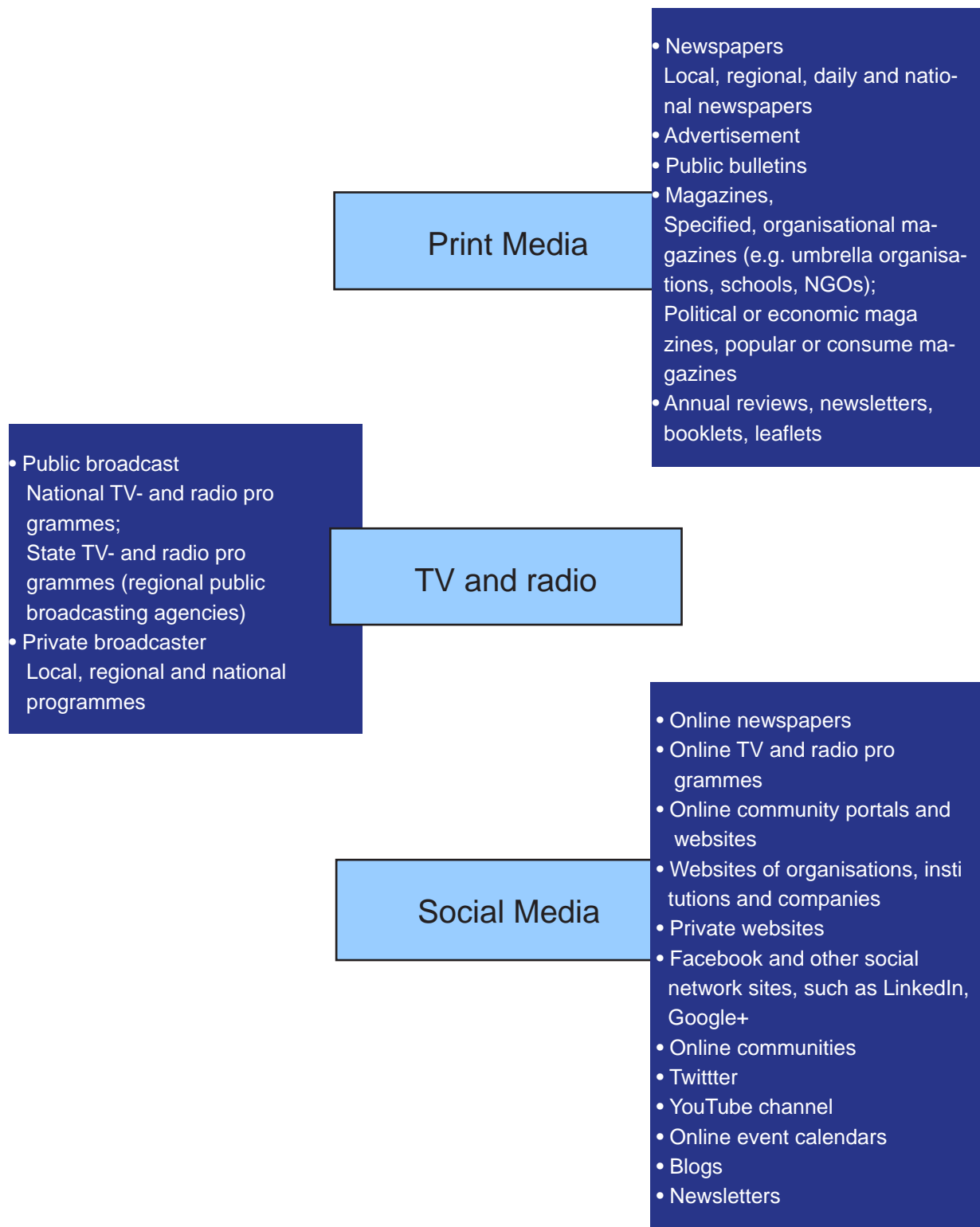
PR has several aims:

- create trust, reliability and a good reputation
- reach the target audience
- influence opinions

## Public Relations - Definition



### 3.2 Forms of and work with media



### 3.3 Concept of PR work

#### MAIN QUESTIONS FOR SPECIFIC PUBLIC RELATION WORK:

##### **WHO are we? – The SENDER**

Critical self-reflection:

Who are we?

What is our focus, strengths and weaknesses?

What are our main messages?

##### **WHO is responsible? - RESPONSIBILITY**

Someone within the organisation is responsible for the PR work. This person needs to have good communication skills and be flexible.

##### **WHAT/WHO do we want to target? WHO is being addressed?**

###### **Target group and environment**

Depending on your work and activities, as well as your aims, the target group can differ, it can be:

- Potential cooperation partners (e.g. schools, companies, day care centres)
- Decision makers/administration
- Potential volunteers or staff
- Donors and sponsors
- Media itself
- Social environment/ neighbours
- General public ...

#### GOALS & TARGETS

Key goals could be:

- I want to inform my target group (short term goal)
- I want more publicity and increase the level of awareness of my project/organisation
- I want to gain a good reputation and image (long term goal)
- I want to be regarded as a trustworthy organisation and potential partner

To make them more concrete, you need to define and plan the methods and ways to reach the goals, e.g.:

- All other partner organisations, decision makers etc., which support is necessary for implementing the project, I will inform about the project and their possible involvement via Email, phone or personally within the next two weeks (short term goal)

- Within the next 6 months we will have a positive article published about the project in our local newspaper and local TV station (mid-term goal).

HOW do we want to proceed? - Method

- Find the suitable language and style
- Define ways, methods, actions, style and forms of communication – adjust them to the given resources

Which image do we want to create?

- Consistent design Logo, slogan, colour, font, graphics, paper
- Consistency
- Professional design

## 3.4 Implementation of PR work

### 3.4.1 Presswork

**Woche**

# Helfen, dass Integration gelingt

Zertifikate für neue ehrenamtliche Sprachpaten in Hauzenberg



Die neuen Sprachpaten freuen sich schon auf ihren Einsatz. Dozentin Claudia Hasenkopf (vli), Perdita Wingerter (2vri), Bürgermeisterin Gudrun Donaubauer (Mitte) und rechts von ihr Sabrina Kanski.

Foto: Marc Schillinger

**Hauzenberg.** Elf Frauen und Männer unterschiedlichsten Alters und Berufs haben kürzlich die vom Verein „Gemeinsam leben & lernen in Europa e.V.“ organisierte Schulung zum ehrenamtlichen Sprachpaten in Hauzenberg erfolgreich abgeschlossen. Schon bald werden sie Kindern aus Migrantenfamilien, die kein oder kaum Deutsch beherrschen, beim Deutschlernen helfen.

Mindestens einmal pro Woche besuchen sie ihr „Patenkind“ an dessen Schule und vermitteln ihm auf spielerische und kreative Art und Weise Deutsch. Circa 90 Ehrenamtliche begleiten im Rahmen dieses 2013 von „Gemeinsam leben und lernen in Europa e.V.“ und der Volkshochschule Passau ins Leben gerufenen Projekts über 115 Kinder beim Sprachenwerb. 29 Schulen aus Stadt und Landkreis Passau meldeten unterdessen bereits „Patenbedarf“ für 120 weitere Kinder an, die einen Sprachpaten brauchen. Doch melden sich immer wieder ehrenamtliche Helfer für den Einsatz

als Sprachpaten. Als Vorbereitung erhält jeder von ihnen eine kostenlose Schulung, dafür zeichnen neben Geschäftsführerin Perdita Wingerter, Sabrina Kanski, Bundesfreiwilligendienstleistende und Marc Schillinger Praktikant im Projektteam verantwortlich. Dozentin Claudia Hasenkopf, Beraterin für Migration, vermittelt neben Methoden und Materialien der Deutschdidaktik auch Gefühl für das, was die Kinder aus ihren Heimatländern mitbringen. Denn nur wenn man die Wurzeln eines Menschen kennt, können diese auch hier neue Wurzeln schlagen. Die Stadt Hauzenberg und das Projekt „Gesunder Landkreis – gesunde Stadt Hauzenberg“ unterstützen die Schulung der Sprachpaten finanziell sowie mit Räumlichkeiten des Rathauses. „Wir möchten uns einfach ganz herzlich bei Ihnen bedanken“, erklärte Bürgermeisterin Gudrun Donaubauer bei der Übergabe der Zertifikate. „Durch ihr Engagement kann Integration schon bei den Jüngsten gelingen.“

redst

#### Story Telling

- Use the strength of storytelling
- Explain processes by individual experiences
- Use names
- Report on personal stories
- Consider different perspectives

#### Strength of success stories

- Talk about your success
- Look at success from a different perspective
- Keep it concise

#### Tips for the content:

- Use an eye catching title and state the most important facts in the introduction.
- The article should be up to date, newsworthy, significant and original
- Report objectively and use a clear structure
- Use quotes and statistics
- Include information links or information about the events



### 3.4.2 Tools for mainstreaming, dissemination activities, digital communication and Social Media

#### Online event schedules in your region

- e.g. in Passau/Germany <http://www.kalender.passau.de/>,
- <http://veranstaltungen.meinestadt.de/passau>,
- <http://venyoo.de/Passau>, <http://www.lokal-news.de/>

- Your own homepage or of partner organisations
- Facebook, Twitter, Google +
- Links
- E-Mails
- Newsletter
- Blog

#### Activities / personal communication

- Organise demonstrate, participate
- Information stand
- Lectures and roundtables
- Activities
- Attend events and conferences
- Corporate networking
- Celebrations



## 3.5 Good practice examples in the field of PR work

### Internal communications

- Use Skype/internet to communicate with staff members/volunteers located outside of HQ
- Regular meetings for mentors in different locations
- Keep minutes and send them out to everyone involved
- Inform staff/ volunteers before the press

### External communications

- Make sure you are transparent about how your funding is spent
- Quantify the amounts of money you need (e.g. per child)
- Promote any national regulations that businesses may not be aware of e.g. tax breaks or allowances for NGO/charity donations
- Organise your own events and invite other similar organisations
- Offer sharing agreements with sponsors or other organisations, e.g. promoting logos and showing links on websites or leaflets

### Traditional media

- Recruit volunteers through University and school recruitment fairs
- Use photos that represent the diversity of volunteers

- Use the voices of volunteers – personal stories and quotes
- Know your local media
- Ensure you use consistent branding so that your organisation is always identifiable
- Research local art and graphics schools, colleges, courses – see if students are willing to produce creative and logos etc. for free/reduced prices

### New Media

#### General hints:

- Use national databases and resources where possible, for example when looking for specific volunteer skills on a one-off basis
- Use Dropbox or Google Docs to store and share volunteering materials
- Make connections with media organisations
- Create online magazines which are free and easy to access
- If you are using Facebook, ensure you have the resources to dedicate to it – someone to moderate and post regularly
- Join other relevant Facebook groups, network in the industry
- Post links to relevant articles -keep your social media current and relevant



## 3.6 Networking

Introduction to networking:

NGOs and organisations that rely on volunteers often face a shortage of financial resources; therefore, it is important to have a good network to compensate for the lack of money. It is important to note, that every network survives on a balance of giving and taking. Following you will find some practical tips on how to start and maintain a network.

### 3.6.1 Definition of networking

To put it simply, networking means to establish contacts, maintain and use them. Those contacts can be friends, acquaintance, business partners or those from other organisations.

It is important to keep in mind, that one person is not only active in one network, but usually in several.

#### 3.6.1.1 What characterises networks?

- Common interests are the central component of networks
- There are no formal hierarchies
- The participation of the partners in the network is voluntary
- networks are usually a temporary and loose arrangements, so the distribution of responsibilities and duties is more difficult

#### 3.6.1.2 Networks and their strengths

- Fast reaction and flexibility
- Working across borders
- Innovative and multifunctional
- Working together as equals
- Social support

#### 3.6.1.3 Networks and their weaknesses

- No fixed structure or contacts
- No legal entity
- Because there are no central structures and contact persons / responsible it is not easy to coordinate networks
- Increased coordination and communication effort
- No tying arrangements regarding tasks, roles, input and output
- Keeping the balance between taking and giving among partners can be difficult

#### 3.6.1.4 Basic principles of networking

A network does not establish and maintain itself. You should take the following points about networks into account:

- Establish a concrete cause
- Develop an interesting platform: Shared goals while simultaneously protecting the autonomy of the individual
- Establish trust between the partners and sharing of tasks
- Create a sense of unity
- Respect for the different competences / knowledge of the partners







4

**Impact of mentoring  
projects**

This chapter explains the importance of effectively measuring the impact of volunteer-involving mentoring projects. Different countries in Europe are at different stages in terms of how advanced they are with having established best practices and standards to measure impact. This chapter draws heavily on the experiences of the UK partner in the partnership, Volunteering Matters. It explains how Volunteering Matters has tried to measure impact and where it is currently within the wider UK context.

In order to show how effective projects are to participants, communities and funders, it is important to dedicate time to assessing the effectiveness of the projects. This is primarily achieved through conducting evaluations – these may be internally carried out or sometimes an organisation may commission an external evaluator to carry out an independent evaluation.

## 4.1 Impact: Definition

### What is impact?

Impact can be described as the long term effects of an organisation's or project's work (in other words, "the difference it makes"). It includes, amongst others:

- Effects on people who are direct users of a project or organisation's work
- Effects on those who are not direct users
- Effects on a wider field such as government policy.

### What is impact practise?

This is the range of activities that an organisation does to focus on its impact. It includes planning impact, planning how to measure it, collecting information about it, making sense of that information, communicating it and learning from it.

### Why is impact important?

- It makes more of a difference to beneficiaries – you can reach the best possible outcomes for your beneficiaries, for example, for young people
- It increases staff morale – you can see the results of your work and celebrate success
- It makes an organisation's mission and vision clearer, so that you can be clear about what your organisation or project is aiming to do.
- It allows you to see clearly where you are having a positive and negative impact – this can help shape your strategy and your practice, how your projects run, as well as stop and improve the things that are causing a negative impact.

It helps with ongoing and future funding: you can "shout" about the work you are doing and show funders that you provide value for money.

## 4.2 Measuring Impact

**What is the best way to measure impact?**

**In order to build effective impact measurement, it is important to:**

1. Map your theory of change; Your theory of change should be a timeline to show your organisation's journey:

needs → activities → outcomes → impact  
It describes the change you want to make and the steps involved in making that change happen – they are often shown in a diagram (see Fig. 1 below). This helps you see your outcomes and causal links between activities, outputs and outcomes.

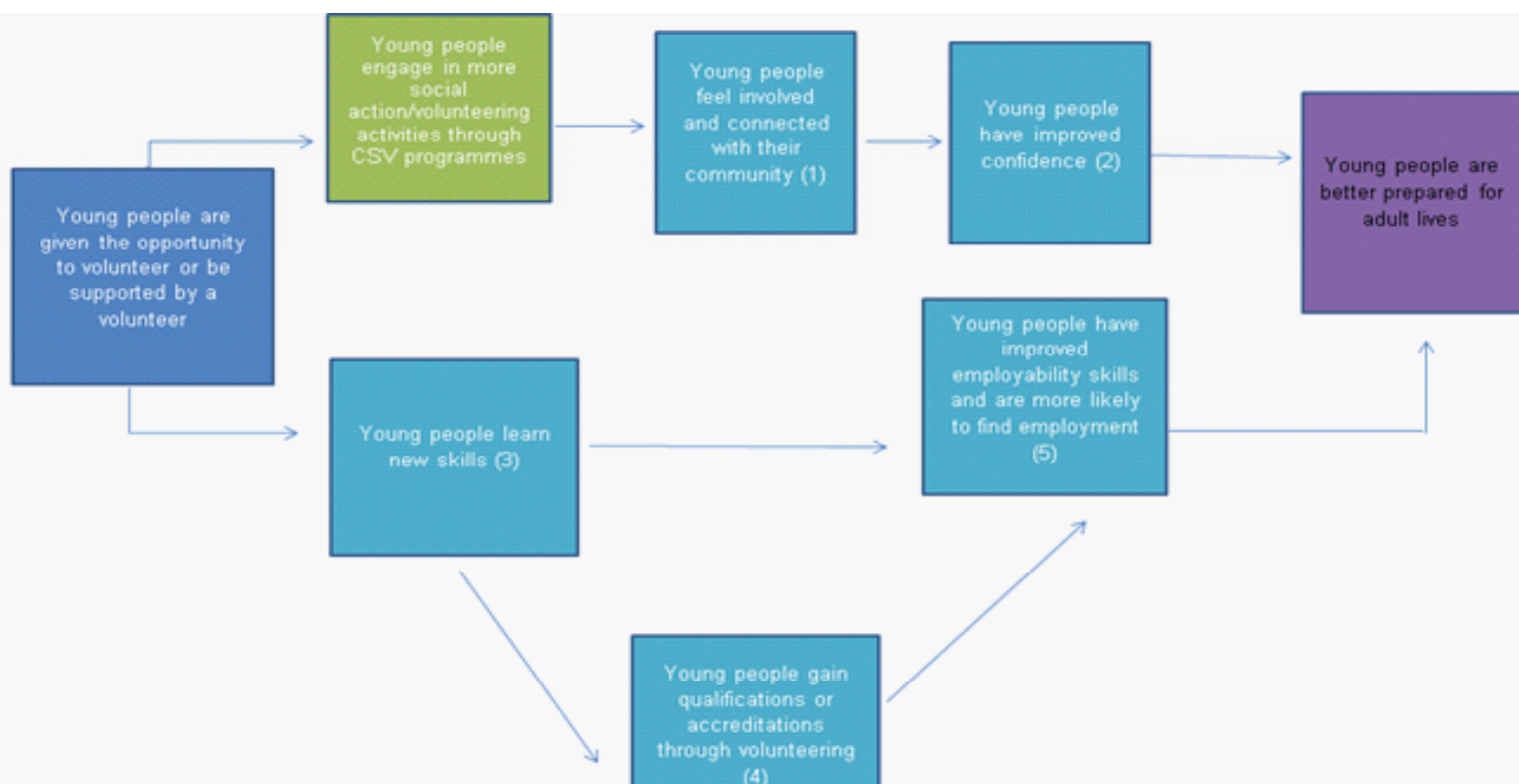
2. Prioritise what you measure; you cannot measure everything! You need to pick a few outcomes to measure and collect the right amount of data.

3. Choose your level of evidence; you should decide how much of your resources (budget, staff time etc.) you are willing to dedicate to impact measurement. It needs to be proportionate to the program. Most charities factor in 3% for evaluation but the recommended level is 10%.

4. Select your sources and tools; make it clear what different types of data will be involved – for example; statistical – patterns of quantitative data (such as before and after information); experimental – using control groups and tests; case based – comparing case study evidence across or within programmes.

Below is an example of a Volunteering Matters theory of change for young people.

Fig. 1: Volunteering Matters Example: Theory of Change – Young People



## 4.3 Impact in relation to Mentoring Projects

Where to start? Use the four steps of measuring impact as set out above. Also look at the kind of impact you want to make; what do you want to show results about?

Some examples of areas in which you might want to show results are:

### QUALITATIVE

- Personal relationship building and bonding
- Improved social skills, communication skills, self-hygiene
- Improved self esteem
- Improved decision-making skills
- Volunteers feel active and needed
- Volunteers feeling that they are part of a community
- Having a contact person: "I can ask if I don't understand something or have a problem" – feeling more secure
- Guidance and orientation
- More intercultural know how on both sides
- Empowerment
- Friendship
- A step forward to overcome stereotypes, prejudices and obstacles
- Improved image / publicity / reputation of the city / town, but also the organization\*
- Raised public awareness and acceptance\*
- Learning about the value of mentoring programs\*
- Seeing how many people are willing to contribute / volunteer as mentors\*
- Mentees go on to achieve a better school degree than predicted, find a job, etc. (long-term monitoring would be necessary)\*

### QUANTITATIVE

- Number of mentees involved in the project
- Number of mentors involved in the project
- Hours of mentoring activities
- Increase in mentees' school performance, grades
- Increase in mentees' school attendance records
- Improved language skills
- Improved school performance
- Improved impact and quality of work through a good structured mentoring programme

\*can be made quantitative through the use of surveys/questionnaires



Some of the above are not outcomes; some are in fact outputs or activities. Some are outcomes for volunteers and some are outcomes for beneficiaries – in this case, young people. Some would also be hard to measure.

It is true that measuring the impact of mentoring projects can be difficult, as a lot of the results achieved are qualitative and so hard to evaluate.

Mostly, mentoring impact can be evaluated qualitatively through semi-structured interviews with participating children or collecting their self-reported feedback.

Quotes describing their experiences and impact of the project could be used in preparing materials for future mentors, promoting future projects and seeking sponsors or funders. This is why it is so important to be selective about what kind of results you want to show, how you will collect them and how you will report them.

## 4.4 Summary

Principles on how to do it well with impact measurement:

1. Everyone takes responsibility for impact
2. Others are involved
3. Measuring impact is proportionate and appropriate
4. The full range of difference made is considered
5. There is transparency and shared learning
6. There is willingness to change what is found



## 4.5 UK Case Study for Impact Measurement

How does the UK charity sector measure impact? There are various methods that organisations use to measure the impact of volunteering: testimonies and case studies; focus groups and interviews; social return on investment measurement; feedback questionnaires; randomised control trials; change scores; and other. Organisations employ different methods for measuring impact because they know that impact matters to funders. What do funders expect, then? They want to see clear, valid evidence; they want to see value for money (return on investment); some are asking for randomised control trials to prove you made a difference; and some just want to hear stories.

### Case Study: Volunteering Matters Grandmentors

Grandmentors uses a 1-2-1 approach where older 'grandparent' figures meet with vulnerable young people regularly and support them in their transition to adult life and employment.

To build an effective impact measurement approach for Grandmentors Volunteering Matters followed these four steps:

#### 1. Map our theory of change

Project staff worked together to plan a theory of change for the program. This maps out how the project activities lead to its intended outcomes.

#### 2. Prioritise what we measure

From the theory of change, project staff were able to prioritise the outcomes so that only 3 key outcomes were being measured. The project outcomes identified were:

- Young people progress into education, employment or training
- Young people have improved independent living skills
- Young people feel more confident

#### 3. Choose our level of evidence

The project has a set budget available and a percentage of this was available for evaluation and impact. This determined the level of evidence that we were able to collect and whether we could use external evaluators in the process.

#### 4. Select our sources and tools

Using an existing framework provided by a UK charity think tank, Volunteering Matters identified the tools the project staff would use to measure the impact of the program. The program conducts interviews with young people before and during their match with a Grandmentors focusing on their personal development goals, future plans and training needs, as well as their existing qualifications and records from any existing service providers (e.g. leaving care service).

The program also measures "distance travelled" through questionnaires with young people before, during and after placement. The program also conducts in-depth interviews with volunteers and interviews with referral agencies.

All of the above created a Grandmentors evaluation framework which underpins the process of how Volunteering Matters show their impact for this program.

## Case Study: Pet P (Five P) in HESTIA, Czech Republic

Impact in the mentoring programme Pet P is measured by a tool specially developed for the programme. It is based on the evaluation method called Program-Based Outcome Evaluation created by Big Brothers Big Sisters of America. The American method was adapted for the use in the Czech Republic. Since that time it is used in almost 20 centres of Pet P program all over the Czech Republic. It consists of several questionnaires for parents, volunteers and children which are filled in different stages of the participation. The evaluation is focus on changes in child's behaviour and well-being.

At the beginning of the participation parents are asked to fill a questionnaire about their child. The questions are focus on several areas from the child's life: behaviour problems, social adaptation, education, personal competences, personal problems and somatic problems. After twelve months or in the end of the participation of a child in the program similar questionnaire is filled by parents and a mentor. Both are asked to identify the positive or negative changes of the child. The evaluation contains also an evaluation questionnaire for a volunteer which is filled in the end of their participation in the program. It is focused on the impact of the program for their life. One questionnaire is distributed also to the children at the beginning and after twelve months of their participation. The aim of the questionnaire is to find out the impact of the mentoring on the children from their own perspective. The results of the evaluation are regularly assessed which give important feedback on the impact of an individual mentoring as well as on the whole programme.





5

**Retention & sustainability  
of mentoring projects**

It might be hard to start a mentoring project, but one of the biggest challenges is to keep a program running in an efficient way for a longer period of time. Therefore this chapter focuses on the retention and sustainability of mentoring projects. You will find general and specific information for different target groups. It is important to note that matter, like keeping the motivation of your volunteers, PR work etc., also play an important part in the retention and sustainability of mentoring projects.

## 5.1 How to maintain and sustain voluntary mentoring projects

How to sustain and maintain voluntary mentoring projects:

- Include in the project concept:
- How the project can be continued with less or existing resources of the organisation
- Who can adopt the project or which corporate partner could still support it
- Organise the financial backing of the project in time
- Project-specific fundraising is also important
- Long-term corporate partners, that can ensure sustainability of the project
- Ensure there is a dedicated, informed and permanent contact person
- Keep check that the project is running as planned – if there are major concerns, be active in order to make necessary changes (see Chapter 1.3)
- Maintain written documentation of issues/complaints and general feedback to avoid the repetition of mistakes, but also document good experiences
- Have a central data base including all relevant information, e. g. contact, materials etc.
- Identification and systematic development of skills of the individuals During the project, keep in touch with all people involved
- Make sure that all the involved people are aware of their competences and role limitations
- Create possibilities for an exchange among the mentors
- If possible, have alternative mentors/ mentees in place in case an individual drops out

## 5.2. Funders

- Be able to describe the project concisely
- Have (visual) examples
- Financial reports
- Be able to provide references
- It is important to know the sum needed, but do not quote concrete sums

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## Our final recommendations

Voluntary mentoring is a good strategy for helping young people to succeed in school, work and life. Mentors can help give children and young people the confidence, resources and support they need to achieve their potential. Positive outcomes are only possible when young people are engaged in high-quality mentoring relationships. So here are our final recommendations for organisations, who want to set up voluntary mentoring programs:

Keep your eye on the bigger picture, but be aware that you are not able to “save the life of a child” by being a voluntary mentor or running a mentoring program. As an African proverb says „It takes a village to raise a child“. So as a mentor or a provider of a mentoring program you will not “change the world”, but you will be able to improve the life of at least one person.

For running a successful mentoring program you need to have a system and suitable structures in place. So know your organisational limitations and plan accordingly and never underestimate the amount of work, time, staff-time, resources it needs to organise a mentoring project. Be realistic about expenses like traveling, paper, material, IT, infrastructure etc. Know what you want to achieve and plan ahead. Especially for sustainability you have to secure funding.

The one who starts and runs the programme should have good people's skills, believe in what they are doing and be passionate: Inner motivation is very important – especially the longer the programme runs. So you need someone with organisational, but also with people's skill to act a coordinator. And have a strong team and support system.

Similar experience helps – if you are at the beginning ask somebody who has organised such programmes: talk to them, share ideas, so that you don't have to repeat mistakes. Do networking and form partnerships. Be aware of the legal requirements (e.g. policies and best practices) of your country and field of work. Often it is helpful and relevant to work with state services, as they should support this kind of work. But there is a clear line: Volunteer mentoring programmes are important, but they shouldn't replace state services/paid work, as volunteering adds value to existing services. Ensure all parties are aware of the distinction between a volunteer and a paid worker and that they clearly understand the limitations of volunteers' role.

Be open to new developments, changes, be flexible and keep an eye on the sector and national developments to adapt accordingly. Be prepared to adapt the programme if needed and according to changes in the context of the programme (e.g. if you are working with refugees).

The image features a dark teal background. On the left, there is a dark blue square. Overlapping the bottom of this square is a light purple square. A large, white, sans-serif number '6' is positioned on the dark blue square, with its bottom edge resting on the top edge of the light purple square. A small white horizontal line is located on the left edge of the light purple square, aligned with the middle of the number '6'.

# 6

**Good practices**



## Program “Allies Hounslow” (Hounslow /UK)

### Allies - Hounslow

Volunteering Matters' Allies project is an independent visitor service for children and young people who are in care and have little or no contact with their birth families. For many of these children and young people, the only adults they have contact with are people employed by the local authority to provide their care, e.g. foster carers, social workers and teachers. Volunteering Matters' Allies provide the young people with an adult role model who is not associated with the local authority. Volunteering Matters has provided an Independent Visitor service in Hounslow since 2004. This project is funded by London borough of Hounslow.

More information at:

<http://volunteeringmatters.org.uk/opportunity/hounslow-allies-hounslow/>

## Volunteering Matters ViCP project (Cambridgeshire, UK)

### Context

To support families who have children on Child Protection (this means that they are at significant risk of harm).

### Description

Referrals are received from Social Services. Volunteers work with the families for around 6 months to a plan of work which usually takes place in the family home. Volunteers visit usually once or twice a week for 2 hours each time.

Volunteers only work with one family at a time.

### Participation

Where and how are the mentees and mentors recruited?

Referrals for the families come from Social Services only. Volunteers are recruited through a variety of different places.

### What does the process of recruitment look like?

Volunteers have an informal and then formal interview, a DBS (criminal record) check and 2 references are required. The volunteers then have 18 hours of training and a

post-training interview. At that stage, they are confirmed as ready to work with a family. If they are not suitable, then alternatives are suggested to them.

### How are the mentors supported?

See above for initial training. Volunteers have regular 1:1 supervisions and are also invited to attend extra training sessions or workshops. Volunteers are constantly supported by the project manager by phone and email.

How many mentees and mentors are participating? How many mentees and mentors did participate since the establishment of the mentoring program?

The project has worked with around 90 children so far and has around 20 volunteers working with families at any one time. Recruitment and training of volunteers is ongoing.

### Effects of the mentoring program

There are many outcomes for families. Some come out of care al-

together. Families choose to have the volunteers and so they build a relationship based on trust and will often open up more to the volunteers than to the social workers.

The aim is to promote independence, so to teach the families new ways to do things, get organised etc.

### How are they measured?

Evaluation forms are filled in by the social worker, volunteer and family at the end of the work. We also use another tool called the Family Star to show the journey taken by the family.

Read more at:

<http://volunteeringmatters.org.uk/volunteering-matters/families/volunteers-supporting-families-with-children-at-risk-of-neglect-or-harm/>

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## Volunteering Matters Full Time Volunteering (FTVD) in UK

### Context

The program has two formats: Volunteering Matters Choices: to enable individuals or families to live independent lives with the support of full-time volunteers. Volunteers live in with the individual or family in order to provide consistent support for 35 hours per week spread over 5 days. Volunteers support Service Users in all aspects of their daily life such as personal care, domiciliary tasks and enabling them to access events in their local community. Essentially, volunteers support Service Users to make their own choices whilst providing safeguarding and support with their daily routine.

Volunteering Matters Organisations: to supply full time volunteers for small charities and NGOs. Organisations provide or arrange accommodation for the volunteers. Organisations can include schools for children with learning difficulties, homeless shelters or local authorities. Volunteers provide support which is supplemental to the responsibilities of the paid staff for 35 hours per week spread over 5 days.

### Description

The Volunteering Matters full-time volunteering program works in close collaboration with individuals and organisations throughout the UK providing them with volunteers and supporting them whenever volunteer management issues arise. Volunteers aged 18-35 commit themselves for between 6 to 12 months volunteering full-time (for up to 35 hours a week). Host projects provide accommodation, a weekly subsistence payment and travel/out of pocket expenses to the volunteer as well as any training necessary for the volunteer to carry out their role safely and ap-

propriately.

Full-time volunteers from our Social Action Volunteering program help people with disabilities/additional support needs on a dedicated one-to-one basis (normally as part of a live-in role) allowing them to live independently, go away to university to study or to make the transition to independent living. Often this support will be paid for using their Direct Payment or Personal Budget.

### Participation

Referrals often come through Social Services but individuals or organisations can approach independently. Role is agreed between the individual and their family/the organisation's representative and the appropriate Regional Volunteer Manager. Full Risk Assessment is conducted before the volunteer role is confirmed.

Recruitment is on-going year round, with a recruitment team based in Birmingham conducting all interviews and recruitment processes. Volunteers come from two sources – UK volunteers are recruited directly by Volunteering Matters, international volunteers are recruited through one of our international partners. International volunteers are interviewed in person by a National Volunteer Manager (NVM) who visits the country in person (or conducts a webcam interview if necessary). There is a full interview, after which a volunteer profile is drawn up. This profile is shared with the Service User in order for them to accept the volunteer before they are placed.

### What does the process of recruitment look like?

Service Users identify 6 criteria (3 essential and 3 desirable) for their

volunteers, and the volunteers are matched to a project by the NVM accordingly. NVM also takes into account their personality, motivations and English language skills/communication.

Volunteers have a DBS (criminal record check) (or its international equivalent IPC) and 2 references are required.

Service Users receive a written personal profile of the volunteer. Once a volunteer has been accepted they will receive information on their role in order to decide whether to accept their placement or not. Once the volunteer has accepted the start date will be arranged. Once the start date is arranged, management of the volunteer is passed from the NVM to the Regional Volunteer Manager (RVM) appropriate to the region of their placement.

The first month of all placements is a trial month, at the end of which the RVM consults with the volunteer, the Service User and the family/staff management of the organisation to assess the placement and identify any areas for improvement. This takes the form of a written document and any areas for improvement are identified with clear timescales and shared with all parties. The actions are then followed up on as appropriate.

**How are the mentors supported?** (Training, supervision and other activities)

Training is arranged by the Service Users. The RVM will dictate which trainings are necessary according to the Risk Assessment and ensure that the Service Users arrange this. RVMs can assist by sourcing training from external specialist or-

ganisations or charities, local authorities, rehabilitation centres or hospitals.

Volunteering Matters provides one full day's training for all Volunteering Matters volunteers to cover communication, boundaries, coping with conflict, keeping confidences, safeguarding and disability awareness.

Service Users are required by Volunteering Matters to appoint a Volunteering Matters Supervisor (usually a family friend or manager at the organisation). The Volunteering Matters Supervisor meets with the volunteer on a monthly basis to check on their progress, address any concerns they may have and generally provide them with some dedicated time to talk about how they are doing on their placement. The Volunteering Matters Supervisor is inducted by the RVM into their role.

The RVM provides both supervisor and volunteer with consistent support as and when they might need it, and as a minimum meets with both 3 times during their placement. These three meetings are the One Month Review (see above), Mid Term Review (half way through, another written document) and the Exit Interview (written document with feedback, reflection and analysis questions).

Volunteers are constantly supported by the RVM by phone and email.

How many mentees and mentors participate? How many mentees and mentors have participated since the establishment of the mentoring program?

In the South East Region – approximately 80 full time volunteers based over approximately 40 projects.

## Effects of mentoring program

For volunteers:

- Learn new skills e.g. personal care, physiotherapy, finances, administration
- Volunteering in a structured environment, schedule
- Team building
- Independent living skills
- Travelling alone
- Meeting new people from all over the world
- Cultural exchange
- Caring for another person – putting someone else first
- Realising their own capabilities
- Improving communication
- Learning about confidentiality
- Dealing with safeguarding vulnerable persons
- Responsibility
- Relationship building
- Achieving their potential
- Conflict resolution, negotiations skills
- Problem solving
- Discovering own strengths and weaknesses
- Gaining a focus on what they want to do with their future
- Importance of setting goals and planning ahead
- Inspiration for volunteering once they return home
- Passion for international travel

For Service Users:

- Enabling independent living
- Support to make choices and decisions about their own welfare
- Confidence building
- Enabling active participation in local community
- Able to live in their own home (don't have to move to a care home)
- Safeguarding
- Reassurance for their families
- Cultural exchange

- Learning about and supporting young people
- Learning about their own needs
- Managing their own support needs and finances
- Consistent and long-term support (6-12 months)
- Building relationships, enabling trust
- New perspectives on their own lives and the lives of others

## How are they measured?

One Month Review feedback is written up, kept on file until the end of the placement. During the Exit Interview the feedback taken at One Month Review is reviewed with the volunteer to reflect on their progress from start to finish.

Initial interview answers given by the volunteer regarding their goals are also discussed and reflected upon.

Regular meetings with Volunteering Matters Supervisor to reflect on development.

Regular consultations with Regional Volunteer Manager to assess progress and discuss learning points.

Read more at:

<http://volunteeringmatters.org.uk/volunteering-matters/young-people/full-time-volunteering/>

## Grandmentors

Grandmentors is an innovative volunteering program within the Volunteering Matters Retired and Senior Volunteering Program that harnesses the energy and experience of volunteers over 50 years old to support young people in how to find work, stay on in education, or take up training. Volunteer mentors are matched with a young person aged between 14-25 in the London boroughs of Hackney, Islington and Camden who are either struggling with, or simply not in education, employment or training. It provides a positive relationship with an adult who is there just for them and wants to help. Many of the young people face barriers to employment or education such as a lack of positive adult role models;

others need to find their path in life, whilst some have been in trouble with the police. Grandmentors can help teenagers facing real challenges in their lives - help them to take control and make the right choices. Mentoring offers extra support. We believe that having an older mentor can make a massive difference to the lives of young people and the project has been successful at changing the lives of some of those taking part.

Grandmentors help young people to develop a personalised action plan during the first month together, providing a structure to the weekly meetings, and goals to work towards - a regular commitment of at least six months gives

the relationship real stability.

Read more at:

<http://volunteeringmatters.org.uk/volunteering-matters/retired/retired-and-senior-volunteer-program-in-london/>

After seeing the advertisement at Deutsche Bank, new mentors contact Volunteering Matters to find out more information. They complete an application form, provide 2 references and attend a 2 hour training session which involves information, discussion and role play. They also complete a police record check.

## Secondary School Mentoring

### Context

- High youth unemployment
- Young people with disadvantaged backgrounds
- Young people at risk of dropping out of education

### Description

Mentors visit the school weekly for 30-60 minutes to support the young person with literacy, maths, or general careers guidance. This takes place for a minimum of one school term (semester) and up to a year.

### Participation

Roles are agreed with the schools and then sent to Deutsche Bank. The bank advertise the roles to their staff. Mentees are chosen by the school as young people who are in need of extra support.

### What does the process of recruitment look like?

After seeing the advertisement at Deutsche Bank, new mentors contact Volunteering Matters to find out more information. They complete an application form, provide 2 references and attend a 2 hour training session which involves information, discussion and role play. They also complete a police record check.

### How are the mentors supported?

2 hour training session and ongoing support from Volunteering Matters project officer. The first session at the school gives the mentors a chance to speak with teachers and learn more about the student and their needs.

### How many mentees and mentors are participating?

How many mentees and mentors did participate since the establishment of the mentoring program?

Each year around 130 mentors and 250 mentees take part.

### Effects of the mentoring program

We see improved academic skills in maths and reading. Also a key effect is that the mentees gain confidence and communication skills from interacting with mentors who are role models.

### How are they measured?

- Feedback from mentors, mentees and school staff.
- Exam results.
- For reading mentees, the schools assess the child's reading age.

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## Siblings Together Befriending Service (Derby, London, Bristol)

Siblings' relationships are arguably one of the most important relationships in people's lives. When children and young people go into care, however, they are likely to be separated from their siblings to live with different foster carers or in different children's homes. Working in partnership with local authorities and The Siblings Together charity, Volunteering Matters recruits, trains and supports volunteer befrienders to be matched with siblings who are separated in care. The volunteer befrienders then facilitate meetings between the separated siblings with the aim of re-establishing the young people's relationship, encouraging positive self-image and improving their sense of belonging, identity and wellbeing. The Siblings Together Befriending Service is a pilot scheme in three locations.





## 5P program (Czech Republic)

### Context

It's a program for children, who are facing the

- Risk of social exclusion and social isolation
- Lack of social competencies
- Lack of emotional and social support from family, relatives and friends
- Risk of bullying
- Lack of friends
- Lack of positive role models
- Lack of self-confidence
- Lack of independence
- Need of a close relationship

### Description

Mentor meets their mentee 1 afternoon once a week for at least 10 months. They choose an activity together to (sport, visits of culture events, museums, playing board games etc.) and these activities should be seen as a means to build a supportive relationship between the child and volunteer.

Participation

### Mentors

- Website of our organization, online volunteer database etc.
- Media
- Presentation in schools
- Through friends
- Leaflets

### Mentees

- Through organisations, institutions and experts working with children (state or nongovernmental)
- Website
- Leaflets
- Media

### What does the process of recruitment look like?

Every applicant must attend an information meeting where they get to know more about the program and can ask questions. They are then asked to attend a psychological interview and two days of intensive training. Afterwards both

volunteer and coordinators choose if they want to work together. The team of coordinators and psychologists then start the matching process.

### Crucial criterions for choosing the mentors are:

- Mental maturity
- Emotional stability
- Clear criminal record
- Understanding of peer friendship approach and ability to approach a child as a peer
- Ability to follow the rules
- Responsibility
- Openness to supervision
- Openness to diversity

### How are the mentors supported?

- Once a month with 3 hours of group supervision
- Individual supervision if needed
- Consultations with coordinators and social workers – personal, on phone, via emails
- Facebook group Occasional free entrance to selected places for mentors and mentees
- Possibility to attend a course, event, study visits etc.
- Events and weekends for mentors organised by volunteers with support from coordinators

### How many mentees and mentors participate? How many mentees and mentors have participated since the establishment of the mentoring program?

Usually they have around 60 to 70 matches per year. In 2014 there were 63 matches made over the year. Since the establishment of the program until the end of the year 2014 there were all together 559 matches all together and approximately 664 trained volunteers in the program Five P in Prague.

### Effects of the mentoring program

According a research in 2008 the positive effects are in the following areas:

- Lack of concentration
- School problems
- Lack of independence
- Lying
- Bullying another child
- Stealing
- Enuresis, encopresis
- Lack of friends
- Problems with integration to groups
- Aggressiveness
- Overall situation in a family
- Relationship of teacher toward a child
- Fatigue

### How are they measured? (for ex. annual evaluation through distributed questionnaires etc.)

We use a modified version of a Program-Based Outcome Evaluation (POE) from BBBS of America. This was later translated and adapted for use in the Czech Republic. It consists of several questionnaires filled by parents, volunteers and children. Parents complete a questionnaire at the beginning of the program. After 10 months or at the end of the program, questionnaires are completed by parents, volunteers and children.

Program COMPASS from Czech Republic

### Context

It's a program for children and youth, who are facing the

- Lack of friends and social skills
- Problems with adapting to peer groups
- Problems with self-expression
- Problems with adapting to school environment

## Description

A group of 6 mentees and 3 mentors meets for 2 hours once a week for at least 5 months in a meeting room located in a school and the mentor carries out different activities with the mentee. Activities focus on: personal and social development (support self-confidence and self-assertion), helping the mentee to identify positive and negative behaviour, collaboration with peers and adults, conflict solving etc.

## Participation

Mentors:

- Website of our organisation, online volunteer database etc.
- Media
- through word of mouth
- Leaflets

Mentees:

- Through teachers
- Through organisations, institutions and experts working with children (state or non-governmental)
- Website
- Through friends/classmates/word of mouth
- Leaflets
- Media
- Recommendation of the program from other mentoring programs

**What does the process of recruitment look like?** Which criteria are crucial for you in process of choosing of future mentors?

Every applicant must attend an information meeting where they get to know more about the program and can ask questions. Then they have to attend a psychological interview and a two days of intensive training. Afterwards both volunteer and coordinators choose if they want to work together. The team of coordinators and psycho-

logists then start the matching process.

## Crucial criterions for choosing the mentors are:

- Mental maturity
- Emotional stability
- Clear criminal record
- Understanding of peer friendship approach and ability to approach a child as a peer
- Ability to follow the rules
- Responsibility
- Openness to supervision
- Openness to diversity

## How are the mentors supported?

- Once a month with 3 hours of group supervision
- Individual supervision if needed
- Consultations with coordinators and social workers – personal, on phone, via emails
- Facebook group Occasional free entrance to selected places for mentors and mentees
- Possibility to attend a course, event, study visits etc.
- Events and weekends for mentors organised by volunteers with support from coordinators

## How many mentees and mentors are participating? How

many mentees and mentors did participate since the establishment of the mentoring program? There are around 8 mentors and 13 mentees per year. Since the establishment of the Compass in Prague program and until end of 2014 there were around 30 mentors and 53 mentees.

## Effects of the mentoring program

- Improvement of mentees' social skills
- Spending free time in a more productive way
- Improvement in integration to peer groups

## How are they measured?

Questionnaires are filled by mentees every 5 months and at the end of school year or at the end of the program by mentors.

## Additional comments and information

Program Compass is based on Canadian program P.E.A.K. In the Czech Republic it was adopted by the Volunteer Centre in Usti and Labem and from there it spread to other cities.





## 3G- THREE GENERATIONS from Czech Republic

### Context

It's a program for seniors and families, where

- Seniors/Families are unable to see own grandchildren / grandparents regularly, caused by distance, age, occupation, etc.
- Families and older people are socially isolated
- The role of older people in family is not apparent
- Is a need for development of parental skills
- Is a lack of parents' free time to rest or return to work
- Older people need a more active life

### Description

It is based on the principle of creating a supportive relationship between a 50+ volunteer and a child and their family. They have regular meetings for at least six months once a week with a subsequent transition to an informal relationship. Their meetings consist of leisurely activities in which the child and volunteer bond. The Child and/or parents can reciprocally teach the volunteer a lot of new skills. For example, computer literacy, mutual lending of books, invitations to cultural events, family trips, etc.

### Participation

Mentors:

- Website of our organisation, online volunteer database etc.
- Media
- Through word of mouth
- Leaflets

Mentees:

- Through teachers
- Through organisations, institutions and experts working with children (state or non-governmental)
- Website
- Through friends/classmates/word of mouth

- Leaflets
- Media
- Recommendation of the program from other mentoring programs

### What does the process of recruitment look like?

Every applicant must attend an information meeting where they get to know more about the program and can ask questions. They are then asked to attend a psychological interview and two days of intensive training. Afterwards both volunteer and coordinators choose if they want to work together. The team of coordinators and psychologists then start the matching process.

Crucial criterions for choosing the mentors are:

- Mental maturity
- Emotional stability
- Clear criminal record
- Understanding of peer friendship approach and ability to approach a child as a peer
- Ability to follow the rules
- Responsibility
- Openness to supervision
- Openness to diversity

### How are the mentors supported?

- Once a month with 3 hours of group supervision
- Individual supervision if needed
- Consultations with coordinators and social workers – personal, on phone, via emails
- Facebook group Occasional free entrance to selected places for mentors and mentees
- Possibility to attend a course, event, study visits etc.
- Events and weekends for mentors organised by volunteers with support from coordinators

**How many mentees and mentors are participating?** How many mentees and mentors did partici-

pate since the establishment of the mentoring program?

There have been around 10 3G relations per year in HESTIA. Since the establishment of the program and until end of 2014 there were 14 relations created in HESTIA.

### Effects of the mentoring program

The results of the program are creating a high number of successful relationships and their quality, frequency and length. The program keeps volunteers active, helps to build relationships between generations and support social integration of the participants. The subsequent transition to an informal relationship between family and volunteer is an extra bonus.

### How are they measured?

The evidence of the effects of the program is given by the length, frequency and quality of the relations created within the program. It is measured by regular written volunteer reports and evaluating through personal interviews with volunteers and families.

### Additional comments and information

3G program originated in Prague and spread to 5 other cities.



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## LANGUAGE MENTORS for Kids from across the world (region Passau/Germany)

### Context

It's for children and youth, who speak little or no German. Language mentors will support them to learn the new language as soon as possible to improve and provide services for

- Integration
- Education
- Orientation in a new environment
- Permanent contact person
- Feeling of appreciation
- Social acceptance

### Description

After successful training for and admission to the Language Mentoring project, every mentor sees their mentee (one mentor is matched with one mentee) at least once a week for a minimum of one lesson (45 mins).

The meeting place is a public room located in the mentee's school or day-care-centre.

The mentee is taught German but not in the school atmosphere. The mentor uses more open and informal learning methods including games and picture books. Physical learning methods like going outside are also encouraged.

### Participation

Most mentors learn about our project by reading articles in the local newspaper. Many mentors are made aware of it by word of mouth. Others visit events where the project is presented or by searching the internet.

The mentees are referred to our association by cooperating schools.

### What does the process of recruitment look like?

Participants who have successfully completed a joining course must attend a personal interview with the project coordinator and hand in certain documents, including a police clearance certificate.

### How are the mentors supported?

In addition to the already mentioned training course (Topics are he/she getting to know their role and tasks as a Language Mentor, methods and material for teaching German as a Second Language and cultural differences), our association is the constant contact person for any questions and problems concerning the mentoring program. We also support the Language Mentors by providing basic material in the participating schools. Finally, we organise networking meetings every month in a different place all over the Passau district. There, mentors have a lot of opportunities to both exchange their experiences and used methods and material. Moreover, we give them new practical input for improving their lessons according to their needs.

**How many mentees and mentors are participating?** How many mentees and mentors did partici-

pate since the establishment of the mentoring program?

Currently, over a 100 Language Mentors support over 160 children (as some mentors have 2 or more mentees) in 40 schools in the region. In total, about over 230 were trained as language mentors.

### Effects of the mentoring program

A huge number of pupils "forgotten" by public education programs learn German in an effective way. They usually look forward to the weekly meeting with their mentors as these are often the only people they see 1:1. Mentees usually have a much higher chance to finish school and obtain a High School Diploma and therefore improve their employability. The project also contributes actively to better integration for the mentees.

### How are they measured?

An online-based survey addressed to all mentors is completed and evaluated.

### Additional comments and information

You will find further information about the project on our website [in German]:

<http://www.gemeinsam-in-europa.de/ehrenamtliche-sprachpaten.html>

## JOBBLINGE (Germany)

### Context

In order to help low-qualified adolescents to enter the labour market, and to find an apprenticeship or employment, the BMW AG's foundation Eberhard von Kuenheim Stiftung and The Boston Consulting Group founded the Jobbinge gAG (non-profit public company). The first Jobbinge gAG was founded in 2008 in Zwiesel/Bavarian Forest, and already 14 new local gAGs were founded (e.g. Munich, Berlin, Frankfurt, Cologne, Leipzig, Ruhr).

The program combines providing participants with practical qualifications as well as supporting their personal, individual development and the concrete prospect of a trainee position or a job. Through non-profit project work, practical team projects and practical classes to obtain qualifications and prepare applications, the adolescents acquire skills that enable them to obtain a trainee position or get a job. Many companies are active in the initiative's mentoring program.

The program is divided into several stages:

- a. Application phase (2 weeks): by volunteering for charitable organisations the young persons prove that they are willing to commit to a 6 months of training
- b. Orientation phase (6-8 weeks): the young people should find out what they want to do and where their strengths are; they solve different tasks in groups and therefore improve their social skills
- c. Practical phase (6-8 weeks): they complete an internship at one of the organisation's partner organisations; additionally there is a culture and sports program for them to grow together as a group and find new talents
- d. Trial phase: they have to apply for an internship and if they succeed in proving themselves, they

receive a placement for professional training in this company

e. Final phase: they start their professional formation and are supported by a coordinator who helps them with everything they need to prevent them from feeling demotivated

### Participation

Mentors are recruited through:

- The contacts provided by network partners (e.g. job centre, local community, companies and businesses with which they are cooperating as part of the CSR of the business)
- The city, chamber of industry and commerce (IHK), chamber of trade (HWK), Kuenheim Stiftung etc.
- Networks of voluntary and mentoring projects (e.g. volunteer associations, like Freiwilligenagentur, MentoRing Köln, Mento-Ring Hamburg, Kausa Service places)
- Training mentoring projects
- Mentors
- Newspaper publications and articles
- Participation at an annual volunteer day
- Public presentations
- Network meeting
- Email
- Newsletter
- Personal address of CSR and educational mentoring programs

### What does the process of recruitment look like?

Mentees are usually sent by the local job centre, mentor via the involved companies and business networks of the involved partners. The Jobbinge gAG arranges the matching and the first meeting. Mentors and mentees clarify the conditions, rules and regulations of the program and mentorship. The second step is a personal interview. The third step is training for

the mentor and then they will be matched with a mentee.

### How are the mentors supported?

At first the mentors receive a presentation about the initiative, the process of the program and the roles of the mentor. This is followed by a training for the mentors, where they also receive training materials (e.g. the mentors' logbook "Mentorenlogbuch") to prepare them for their work as a mentor. Mentors will also need a clear criminal record check and sign a contract.

The employees of the Jobbinge gAG generally work together with the mentor for the coordination of the mentees and mentors. Together with a gAG employee and the mentee there are updates regarding the completion of an important milestone.

There are monthly exchange meetings that enable the mentors to share their experiences. The mentors also receive monthly emails with information about the development of their mentee.

Furthermore the mentors receive newsletters, are invited to presentations of the projects and events.

### How many mentees and mentors are participating?

How many mentees and mentors did participate since the establishment of the mentoring program?

Currently, 367 mentees are participating in the program. 281 of those currently have a mentor. For the other 86, the matching with a mentor still has to take place. Since the start of the program around 1,500 mentors participated in the program, around 560 are active (some with Jobbinge and others alone, depending on the start of the group at their place and the different sites). Since the establishment of Jobbinge around 2,700 mentees were accepted in the program and 90 %

of them were or are supervised by a mentor.

### **Effects of the mentoring program**

Young people gain skills and competences necessary for finding employment as well as motivation. Furthermore they are put into contact with potential employers. In Regen, where the project was started, the program was such a success, that it is no longer needed in that area.. Now it is offered to other locations in Germany. How are they measured? They are measured as part of the

quality management by internal audits and the monitoring audit, which is part of the certification. They also evaluate the effect of the program quantitative (e.g. the number of active mentor-mentees, number of job placements) and qualitative (interviews with mentors and mentees during the whole process of the mentoring). Furthermore, Joblinge uses anonymous online evaluation for the mentors after the testing phase. There is also an anonymous online evaluation at the end of the orientation phase and testing phase.

### **Additional comments and information**

You will find further information about the project on our website [in German]:  
<http://www.joblinge.de>

## **READING MENTORING (Lesepaten) in Eggenfelden/Germany**

### **Context**

This program supports students of all reading levels from native and from immigrant families.

### **Description**

Three to four mentors will work with two mentees during their usual German language lesson. Papers are prepared by the responsible teacher for that lesson.

### **Participation**

Mentors: Word of mouth, personal recommendation and individual – supported by the local newspaper

Mentees: They are chosen by the responsible teacher before the actual lesson

### **What does the process of recruitment look like?**

Process of recruitment:

- Personal interview
- Information folder
- Information and training lesson
- Empathetic
- Understands the importance of teamwork

### **How are the mentors supported?**

During the year there are two or three meetings for the mentors special inputs are given by experts (e.g. methods of learning, suitable books). Additionally mentors have the opportunity to discuss recent problems and exchange their experiences.

### **How many mentees and mentors are participating?**

How many mentees and mentors participated since the establishment of the mentoring program?

2014: 25 mentors and up to 12 classes in the elementary school.

### **Effects of mentoring program**

Fewer pupils present during normal lessons and more intensive teaching for the mentees improves the learning situation for all.

### **How are they measured?**

No formal evaluation, just informal positive feedback given by the involved teachers, mentors and mentees and parents.



## ROCK YOUR LIFE! Passau/ Germany

### Context

Rock Your Life! Passau is part of a national non-profit educational initiative ROCK YOUR LIFE! gGmbH (non-profit limited company) based in Munich. In 44 locations across Germany over 3.000 students are supporting young people in socially, culturally or economically disadvantaged situations.

### Description

Pupils from socially underprivileged conditions are accompanied by students from college or university for two years. Mentors and mentees meet on a regular basis, at least twice a month. The mentees are therefore being empowered to find their potential and to achieve job or education related goals in a more independent way.

### Participation

Our local branch of Rock Your Life! is co-operating with schools nearby, where our program is regularly presented and introduced to the pupils. The pupils then decide whether or not they want to attend ROCK YOUR LIFE! Students are

recruited as mentors at local colleges and universities using advertisement. If the students are interested, they then have the opportunity to join an informative meeting about ROCK YOUR LIFE! at their college or university. If the students would then like to become a mentor, several personal interviews are conducted. Finally, successful students sign a written contract.

During their mentoring relationship, students and pupils complete a professional qualification program. Three seminars, given by qualified ROCK YOUR LIFE! coaches, take place at each local branch in the course of the two year mentoring relationship. In these seminars, the pupils explore their own potentials, strengths, and future job prospects. On either side, perspectives and social skills are broadened.

Currently, there are 1,165 mentoring relationships running. Overall, 2,400 pupils have been successfully attained by our program, as well as more than 3,100 university students.

### Effects of the mentoring program

By establishing individual one-on-one ROCK YOUR LIFE! mentoring relationships between students and pupils, several positive effects in terms of educational and social mobility occur. Schools receive support since their lack of resources doesn't allow for individual mentoring. On a social level, we contribute towards social integration, mobility, solidarity and equal opportunity.

To measure the effects of our mentoring program, we evaluate our mentoring relationships and seminars. The results are reported to our local newspapers.

### Additional comments and information

You will find further information about the project on our website [in German]:

<https://rockyourlife.de/>

## TalentGuide (Slovakia)

### Context

Form student's perspective:

The program helps high-school students to discover and understand their talent and define their aspirations, as well as provides practical tips on how to further develop their talent. It helps the students to answer the following questions:

- What are your strengths and weaknesses? Get to know yourself and find out what you can achieve.
- What will your life be like after school? Do an interesting activity

of your choice, get experience and follow through.

- How do I meet other like me?

From the organisations' perspective:

At LEAF we want to contribute to developing young people with the potential to grow into shapers demonstrating character, excellence, entrepreneurial leadership and civic engagement; regardless of their socio-economic background. We believe that a mentoring program for talented high-school stu-

dents supports this mission.

The first pilot edition of the program was carried out in 2013/14, the second edition of the program is taking place in the school year 2014/15. This document summarizes our experience from the pilot project and our thinking about the next editions.

### Description

The second edition of the program, which builds on the experience from the pilot year is set up in the following way:



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After a recruitment and selection process (October – December), the student and mentor matches are announced.

The program starts with a meeting between the students and mentors, which includes a training session for the mentors and a workshop for the students, followed by a joint power-networking session.

Most pairs meet once or twice a month (mostly online through Skype) from January till the end of June. The pairs work independently for the duration of 6 months, with the support of a closed 'social-network' type of platform.

Together they agree on specific developmental goals for the student to be met by the end of the program (i.e. a development of certain skills; a successful completion of a project, a successful application to university, etc.).

The program ends with a meeting between all students and mentors in June, where all students receive a personalised statement from their mentor on the development of the student during the program.

### **Participation**

The program is promoted through the following channels:

- Program Alumni: students who have already participated in TalentGuide present the program to their peers, their younger friends or at the elementary schools or high-schools where they studied.
- The leaf.sk website and a dedicated talentguide.sk website.
- A Facebook fan page and a targeted Facebook campaign including daily posts about the mentors, the mentees and other relevant content.

- Printed letters and posters sent to schools around Slovakia.

### **What does the process of recruitment look like?**

#### **Mentor recruitment**

A vast majority of mentors are students at and young professionals from top universities around the world that LEAF works with through the LEAF Slovak Professionals Abroad Program (SPAP). They are pre-selected by the TalentGuide staff based on interviews and our experience with our cooperation from the SPAP program. Some mentors are selected by an open call through the LEAF skills-based volunteering program and some mentors have approached LEAF, being interested in the program and the cooperation.

#### **Mentee recruitment**

The application process consists of an application form and an online interview.

The one-hour interview session is conducted using the LEAF methodology, with specific questions identifying the student's current status and potential for growth in the four areas of development (moral character, excellence, entrepreneurial leadership and civic engagement.)

### **How are the mentors supported?**

The mentors take part in two afternoon training sessions: a physical meeting in December and an online webinar in February. Throughout the program they are supported by a dedicated expert coach, who oversees the relationships and answers all questions or

concerns of both the students and the mentors.

### **How many mentees and mentors are participating?**

How many mentees and mentors have participated since the establishment of the mentoring program?

At the moment, the program is designed for 30 mentoring pairs (30 students and 30 mentors). The first edition of program in 2013/14 was completed by 26 pairs, the second edition of the program will start in December 2014 with 30 pairs.

### **Effects of the mentoring program**

At present, the program assessment is based on self-reported satisfaction of the participants. The results from the pilot edition of the program showed the following:

89% of students and 73% of mentors reported that they have met the development goals they have set for the six months of mentoring.

100% of students and 94% of mentors said they would recommend the program to other students or mentors.

95% of students and 91% of mentors say they want to continue being in touch with their student/mentor.

### **How are they measured?**

In the first edition of the program, the feedback was collected through three rounds of online questionnaires, shortly after the start of mentoring, towards the end of the program and one month after the end of the program.

## BIG BROTHERS AND BIG SISTERS (BBBS) in Lithuania

### Context

The program is for children, who

- lack of emotional support in families living through crisis
- lack of positive examples from adults
- are living without positive role model (boys growing up only with mothers etc.)
- have difficulties in building relationships and keeping them stable
- feel lonely and spend a lot of time isolated from others
- lack of support for children experiencing violence and neglect from other children or adults
- lack of self-confidence and self-esteem in children.

### Description

One mentor provides help for one child of the same gender for one full year with the possibility to be prolonged. Mentor and mentee meet once a week and spend at least 2 hours together. The place for the meeting can be freely chosen by mentor and mentee and the activities depend on their own decisions. There are some strict rules in the programme format on what mentor, mentee and the mentee's care givers/parents are not allowed to do (e.g. a risky sport, going to a pub, constantly including other family members in their meetings, not allowing to meet mentor as a punishment for misbehaviour of the mentee in school etc.)

### Participation

For searching mentors we use our website [www.bbbs.lt](http://www.bbbs.lt) and our profile on [facebook.com](https://www.facebook.com), leaflets, posters as well as various media programmes (talk shows on radio, TV). We also participate in various local festivals for young people, street events, volunteering fairs to have a chance to present our programme face-to-face and in this way attract people to join us for volunteering.

Mentees are directed to our programme in a bit different way. We share information with specialists and teachers from local schools, clinics and day-care centres. Informed specialists tell parents and care givers about our programme and motivate them to register the child to it. Parents and specialists can always find information about our "Big Brothers Big Sisters" online on [www.bbbs.lt](http://www.bbbs.lt) and [www.pvc.lt/bbbs](http://www.pvc.lt/bbbs).

### What does the process of recruitment look like?

For the recruitment of mentors we always take 3 steps: We

1. ask him/her to provide us a set of documents (application form with a signature guaranteeing their ability and readiness to do voluntary work in this programme for 12 months, a copy of ID card, two recommendations from work/studies, passport picture)
2. conduct an interview with the applicant,
3. provide a 20 hour training about child psychology, the goals of the programme, the importance of team work in providing help for the child and motivation in the mentoring process.

Only after successfully passing all 3 steps of the recruitment can the adult become a mentor.

For recruiting the child we take fewer steps:

1. An adult care giver/parent must register the child
2. An interview of the child and his parent/care giver.

If the child's needs meet the goals of the programme and his problems are not too difficult for a standard mentor to deal with, the child is included into the programme.

All decisions about who will and who will not be recruited are taken by a team of 3 professional psychologists working in the programme.

### How are the mentors sup-

### ported?

Mentors are regularly supervised by programme psychologists every month but more often if needed. Mentors also receive rewards and publicity for their good work at the end of each year. A special monthly mentors club, a summer camp, a Christmas event, autumn bowling and a school year closing party are organised every year and do not cost anything for mentors.

### How many mentees and mentors are participating?

How many mentees and mentors have participated since the establishment of the mentoring program?

At the moment there are 80 pairs of mentors and mentees participating in the programme. During different years and very much depending on the financial support for the programme the numbers of people have varied. In 2008 we had 154 pairs participating in the programme.

### Effects of the mentoring program

This mentoring programme is making a strong effect on both outside and inside life of the mentee (which was proved by an investigation we conducted some time ago):

- Children gain better social skills and find more friends in their school or close surroundings
- The relationship between child and teachers, child and parents becomes more stable and satisfying
- Children feel more self-confident and trust themselves more in taking decisions
- Skills of self-care and autonomy improve strongly
- Children are less likely to use drugs and other poisonous substances
- Children find their new hobbies and spend less time at home in front of the computer



- Children in our programme often make an important stable contact with a positive adult for the rest of their lives.

#### **How are they measured?**

- Feedback from the child, parents and caregivers, teachers, social

- workers, mentors;
- Evaluation through distributed questionnaires.

#### **Additional comments and information**

The programme has been helping for Vilnius children for almost 20

years but financial support for the programme and its growth has never been a point of interest for the local government. Last year the programme received 1000 Litas from the local government, which accounts for 1/12 of all needed financing for the programme.

## **MENTORING LIETUVA (Lithuania)**

### **Context**

The mentoring program was established to prevent drug abuse among young people. 12-14 years is the crucial age when experimenting with drug substances starts; it is therefore very important to support healthy choices, to help develop assertiveness, self-esteem and problem solving skills. Research shows that children raised under unfavourable conditions may successfully establish themselves in life when they have at least one adult they trust and see as a role model.

### **Description**

The duration of the mentoring program is one year. It is dedicated both to adults who want to volunteer and have enough skills to create a friendship with adolescents, who are in a difficult situation at school or at home and may feel lonely and marginalized, have insufficient communication skills, etc. Mentors and mentees meet each other twice a month and decide independently when and where they will meet, what they will do during the meeting and how they will spend their time together. The duration of the meetings is 2 – 4 hours.

Participants of the program have their budget, but mentors are encouraged to choose free or low-cost entertainment and cultural

events to show for the mentees how they can spend their free time in an interesting and purposeful way without spending a lot of money.

The program coordinator provides support and advice if needed, organises training for mentors, mid-term and final evaluations as well as supervisions.

### **Participation**

Mentors are employees of partner companies, mentees are recruited in schools with the help of social educators or school psychologists.

### **What does the process of recruitment look like?**

For mentors, the recruitment process is conducted via companies (online, meetings in companies, interviews), for mentees with the help of social educators who recommend kids to participate. The coordinator then gives presentations and conducts interviews.

### **How are the mentors supported?**

Mentors attend training for 2 days, supervision and are evaluated twice a year.. Mentors can attend individual consultations if it is needed.

**How many mentees and mentors are participating?** How many mentees and mentors have participated since the establishment of

the mentoring program?

In 2013/2014 37 pairs of mentors and mentees have participated. Since the establishment (2004-2014): approx. 200 pairs of mentors and mentees have participated.

### **Effects of the mentoring program**

Evaluation carried out by student showed that mentees:

- Get support, encouragement and tips from their mentors
- Receive help to set goals, tips for learning, career planning and other issues
- Feel free to chat about life, friends, problems, emotions etc.
- Increase of self-confidence and self-esteem
- Learn how to spend their leisure time in an interesting and meaningful way
- Are helped by the positive example of the mentor to build positive relationships with peers, teachers and other adults.

### **How are they measured?**

Since 2013 a survey by ASEBA questionnaire is completed by participating pupils, their parents and teachers. Questionnaires are completed at the beginning of the program and at the end of it. Due to the long-term data collection and processing, at the moment there are no results available.



7

About Us

**‘VoluMe – Voluntary Mentoring Projects’** was a Grundtvig Learning Partnership between five volunteer-involving organisations across Europe, which have mentoring projects. It was initiated by the German organisation “Gemeinsam leben & lernen in Europa” (GLL), which runs voluntary mentoring projects and which wanted to improve their own work by exchanging experiences and expertise with other volunteer organisations across Europe.

Voluntary mentoring programs can be a successful strategy to help people (especially children and young people) in need to improve their learning performances and skills as well as to achieve their full potential. However, even if mentors work on a voluntary basis, some additional resources and an efficient management are needed to make these programs successful.

So therefore the goal of this partnership was to support other NGOs, who (want to) run voluntary mentoring programmes, by providing them free access to information concerning voluntary learning mentors for young people.

- Apart from GLL following volunteer organisations got involved in the project: Volunteering Matters (formerly CSV) from UK
- HESTIA from Czech Republic
- Children Support Center from Lithuania
- “Rada Mladeze Presovskeho Kraja” from Slovakia

All of them are offering mentoring and partnership programmes aiming to improve the academic performance and the learning ability of young people. Together partners explored and presented their voluntary mentoring and partnership projects and exchanged their experience in the following areas:

- Mentoring programs and goals,
- Mentors and mentees
- Project management
- What constitutes a safe and effective mentoring program?
- What makes the mentoring relationship a success?
- Financing
- Collaboration with other organisations
- Policies and procedures
- Curricula and learning material development for mentors and mentees
- Recruitment of mentors, mentees and other volunteers
- Staff training and professional development
- Matching mentors and mentees
- Support, supervision and monitoring of mentoring relationships
- Mentor recognition
- Contribution to learning and social development
- Advertisement and PR work for mentoring programs

This “VoluME”-tool kit is based on this dialogue and exchange of best practices.

If you want more information about us, the project and voluntary mentoring programs, check our joint website:

[www.volunteertolearn.eu](http://www.volunteertolearn.eu)

Here you will find more detailed information about the involved organisations:

'VoluMe – Voluntary Mentoring Projects' was a Grundtvig Learning Partnership between five volunteer-involving organisations across Europe, which have mentoring projects. It involved following organisations:



## **PARTNER No.1 FROM Germany „Gemeinsam leben und lernen in Europa e. V.“ (GLL)**

The NGO „Gemeinsam leben und lernen in Europa e.V.“ (GLL) is a private non-profit network organisation in the region of eastern Bavaria, with its head office in Passau. The main emphasis of GLL's work is to encourage engagement for others and to increase a sustainable commitment to society. GLL initiates co-operation, activities and projects among the different individuals, organisations and communities who are all working to eliminate discrimination and inequality, wherever it appears. Therefore the members of the organisation are local communities, districts, social organisations, private companies, decision makers and citizens.

The promotion of equal opportunities for everyone is pursued by projects and mainstreaming activities in the field of

- a) promotion of lifelong learning,
- b) fighting discrimination and racism by promoting tolerance and diversity,
- c) advancement of volunteer work within the community,
- d) the support of disadvantaged target groups,
- e) educational work,
- f) gender mainstreaming activities, and
- g) innovative form of mainstreaming activities.

GLL promotes mutual understanding and learning of each other as well as cooperation between all age groups as well as the people in Europe.

Our target groups are migrants, socially disadvantaged people, older people, less-qualified workers, unemployed, as well as immigrants, women, families, disabled people or people with health restrictions, because they are particularly affected by discrimination

and inequality. GLL's goal is to promote their integration into society by means of the activities and measures of their association and active involvement of the various target groups.

As an expert in the field of volunteer work, GLL can provide the partnership with some innovative measures for promoting and supporting volunteer work within the community. GLL runs an online platform on volunteer workplaces, provides training as well as advice and support services for volunteers. Moreover, GLL supports other NGOs recruiting new volunteers, organises an annual volunteer fair or information sessions on volunteering, and initiated many volunteer projects, e.g. an international women's club with an annual programme of activities, training programmes for migrants to become intercultural trainers as well as intercultural workshops for children run by migrants, film festivals or intercultural film sessions. Volunteers run and implement most of our projects; a lot of them are unemployed or disadvantaged in some ways.

### **Contact:**

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# VOLUNTEERING MATTERS

## Partner n°2 from United Kingdom “Volunteering Matters”

Founded in 1962, Volunteering Matters is the UK's leading volunteering & learning charity. Every year, Volunteering Matters involves over 150,000 volunteers in high quality opportunities that enrich lives and tackle real need. Between them, they help transform the lives of over 1 million people across the UK.

Volunteering Matters is dedicated to building the skills and capacity of the voluntary sector and shares over 45 years of experience and expertise through its professional training and consultancy services. Volunteering Matters' vision is of a society where everyone can participate to build healthy, enterprising, inclusive communities.

Volunteering Matters also has a long-standing experience of mentoring programs, delivered in variety of direct, as well as online, platforms. These are mentoring programs which include peer mentoring and cross-generational mentoring. We have been recognised for the successes of our cross-generational mentoring, in programs with the Deutsche Bank, where highly-skilled DB employees are matched into mentoring pairs with young, achieving, secondary school students, in literacy and numeracy programs. This offers the young people access to role models whom they normally might not have had, improves their performance at school, their abilities and ambitions, prevents school dropout and opens brand new

opportunities for them.

Additionally Volunteering Matters holds the Secretariat for Volonteurope, the Europe-wide network of volunteer-involving organisations and individual volunteers. Through the Annual Conference and other events, they bring together volunteers, voluntary sector practitioners, and representatives from the private and public sectors and national and European governments and institutions. The Conference takes place in a different European city every year, offering a series of workshops, presentations and round table discussions and the chance to network and share thought with volunteers, volunteer organisers, trainers, academics, sponsors, public officials and policy makers from across Europe.



### Contact:

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W: [www.volunteeringmatters.org.uk](http://www.volunteeringmatters.org.uk)

## Partner n° 3 from the Czech Republic “HESTIA”

HESTIA - National Volunteer Centre is a Czech non-profit organisation with 20 years of experience in volunteering. HESTIA actively engages in research, training, and educational programs for non-profit organizations in the field of volunteering and social work. HESTIA strives to promote volunteering. We maintain a website about volunteering opportunities and general information about volunteering, Dobrovolnik.cz (Volunteer.cz). We support a recognition of volunteer activities through a special annual award Flint and Steel.

HESTIA National Volunteer Centre (NVC) runs three mentoring programs. PET P (FIVE P) is a prevention program for children between 6 and 15 years-old with difficult life circumstances and has been running for over 15 years. The help for these children is based on one-to-one child-friendly relationship with adult volunteers.

KOMPAS (COMPASS) is a socially preventive program for children from socially disadvantaged environments or with other difficult life circumstances between 7 and 15 years-old. Small groups of these children meet two adult volunteers once a week and spend their free time together in a meaningful way. 3G – THREE GENERATION is a program for volunteers over 50 and children. The aim of the program is to promote intergenerational coexistence, solidarity



and support of cohesion between the generations. HESTIA NVC co-ordinates 50 members of The Coalition of Volunteer Initiatives in the Czech Republic. HESTIA is accredited as a hosting organisation in the framework of the European Voluntary Service. HESTIA, o.s. takes part in VOLUNTEERNET, a network of volunteer centres in Central and Eastern Europe, the Baltic countries, and Eurasia. We are members of the Big Brothers, Big Sisters International organization; IAVE, CEV and VOLONTEUROPE.

### Contact:

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110 00 PRAHA 1  
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## Partner n°4 from Lithuania “Children Support Centre”

Children Support Centre is a non-governmental organisation, providing assistance for children, families and guardians. Our mission is to ensure the psychological well-being of children by providing comprehensive assistance for children and families. The implementation of child abuse prevention and support for abused children programs have been a priority of Children Support Centre activities since the foundation of the Centre, 1999.

The Children Support Centre:

- Provides multidisciplinary assistance for abused children and their family members.
- Implements child abuse prevention and intervention programs.
- Provides psychological counselling and psychotherapy to children, adults and families.
- Develops and implements competency and interdisciplinary cooperation training programs for specialists from education, health care, law, enforcement, psychological and social services.
- Implements effective parenting programs.
- Advocates the interests of children in drafting legislation guaranteeing child rights.
- Encourages community involvement in defending and meeting the needs of children.



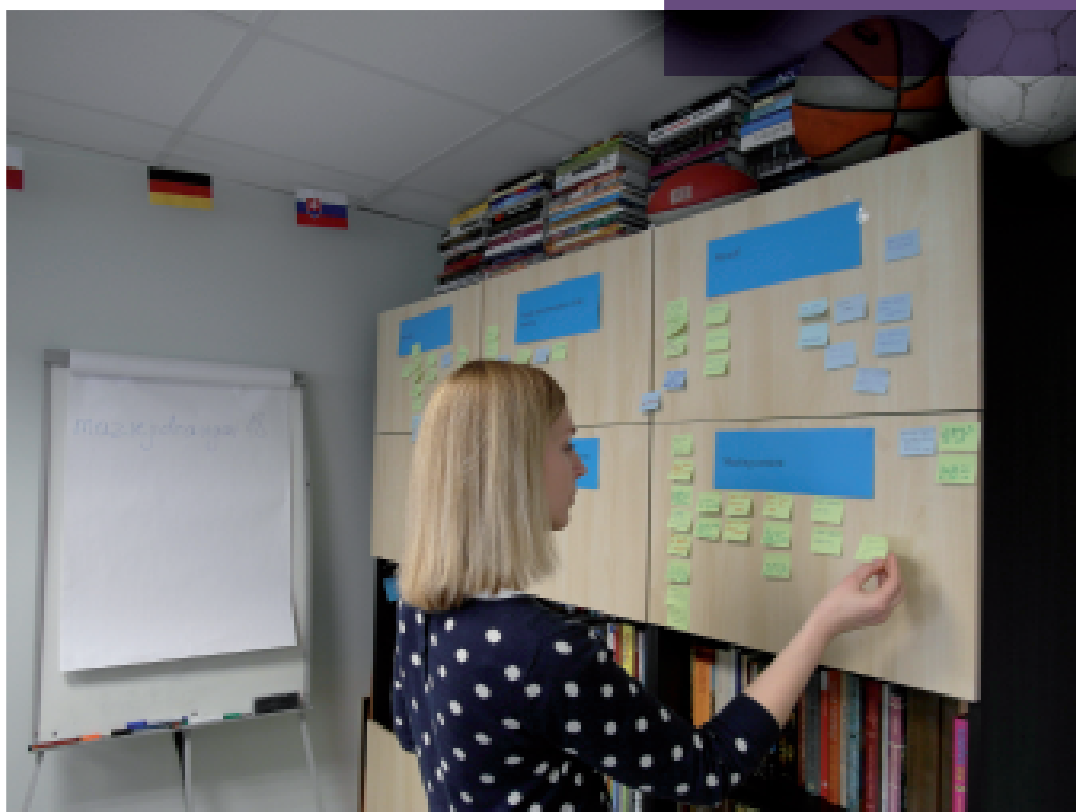
**Paramos vaikams centras**  
Children Support Centre

The Children Support Centre develops three main programs and implements a variety of projects in the frame of those programs: “Big Brothers Big Sisters”; Support for abused children and their families; “Second Step”. Each program is led by a program director.

We have more than 100 trained volunteers in „Big Brothers Big Sisters“ program who provide support for children in need. In 2007 Children Support Centre received the award for the non-governmental organisation of the Year in Lithuania.

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## Partner n°5 from Slovakia “Rada Mladeze Presovskeho Kraja”

RMPK is voluntary and independent non-governmental organisation, which is the umbrella organization of 27 children and youth civic associations, youth parliaments, municipal youth councils and informal youth groups operating in the Prešov region in eastern Slovakia (around 5 200 people). The main activities of RMPK include educational projects, informative campaigns, trainings and seminars, discussions, interactive workshops, conferences and other events. Our target groups are children and young people to 30 years.

The main aims of RMPK are:

- To bring regional and local youth policy into effect,
- To represent the interests of members and observers of RMPK,
- To provide consulting, methodical and informative services to members and observers,
- To develop informal youth education (learning by experience) of leaders and volunteer coordinators and staff
- To encourage volunteering and participation of children and youth
- Actively cooperate with partner organisations and institutions in Slovakia and abroad.

### Ongoing mentoring activities in RMPK:

RMPK runs a number of projects where mentoring plays a central role:

- a. Live dialogues with RMPK: informal meetings among members of Presidency of RMPK and representatives of member and observer organisations and institutions.
- b. High-school Parliament of the Prešov region- program of the systematic work with high school students.
- c. RMPK team of volunteers: work with volunteers- coordination, management and trainings.
- d. Panel discussion “Learning vs. Experience”: Meetings are in the form of a panel discussion in the presence of coordinators and members of the school council of secondary schools in the Presov region
- e. Summer School of Volunteering
- f. Workshops and trainings: informal educational activities aimed at developing skills of volunteer and coordinator of volunteers.

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# VOLUME - Grundtvig Learning Partnership

Usually resources to fund and staff additional programmes to support young people with learning difficulties are scarce. Voluntary mentoring programmes can be a successful strategy to help young people with all kinds of backgrounds to improve their learning performances and to help them achieve their full potential. But even if the mentors work voluntarily, some additional resources and an efficient management is needed to make these programmes a success. With this toolkit “Volunteer Mentors” – How voluntary mentoring and partnership projects can improve learning, social skills development and emotional well-being of children and teenagers” to support other organisations, who (want to) run voluntary mentoring programmes, by providing them free access to information concerning voluntary learning mentors for young people.

**VoluMe**  

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**Voluntary Mentoring Projects**

