

Mentors' training programme – final version (SK)

I.1. PROGRAMME RATIONALE

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

This mentoring program aims to address a problem of low reading literacy skills of young age students. According to PISA 2012 results, Slovak students ended 32nd among the OECD countries and 43rd among all 65 participating countries. Performance of the Slovak students in reading literacy is, similarly to all previous PISA cycles, under average of OECD countries.

Reading literacy of the Slovak students resulting from PISA 2012 was on a similar level than that from PISA 2003 a 2006, however on a significantly lower level than the reading literacy level of PISA cycle in 2009. As much as 28,2% of students ended at a risk group, which means that more than a quarter of the Slovak students does not have even basic reading skills that are necessary for further learning.¹

I.2. BENEFICIARIES OF THE MENTORING PROGRAMME – MENTEES

The mentees of this mentoring program will be young students at the age of 6-10, who have difficulties with reading.

I.3. MENTORING PROGRAMME STRUCTURE

a) VISION, GOALS AND OBJECTIVES OF THE PROGRAMME

- to arouse interest of young children in reading and learning
- to emphasize that reading is important for further learning and success
- to show that reading can be fun
- to help young children to practice some life skills
- to involve young people (students, unemployed, etc.) in voluntary work for the benefit of the community they live in
- to create a room for the mentors- future parents to practice parenting skills

b) MAJOR MENTORING ACTIVITIES INCL. CONTENT OF INTENDED LEARNING OF MENTEES

Among the major mentoring activities will be activities helping children to develop a positive attitude to reading and learning. The program also includes practicing of some life skills of young students.

c) MODE OF MENTORING PROGRAMME DELIVERY

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http://www.nucem.sk/documents//27/medzinarodne_merania/pisa/publikacie_a_diseminacia/4_ine/PISA_2012.pdf

This mentoring programme will be delivered through face to face meetings with a group of mentors and mentees. There should be 5-10 meetings at one cycle.

One meeting will last 2-3 hours. All mentoring activities will last almost the same amount of time and they will pursue the main goals of the program.

The mentors can communicate with the mentees also through telephone or internet.

d) MONITORING AND ASSESSMENT OF THE MENTORING PROGRAMME

This program also has developed a monitoring plan which will help to evaluate the process and achievements.

e) EXPECTED RESULTS/ IMPACT OF THE MENTORING PROGRAMME

Outcomes:

- 10 active pairs of mentor-mentee at one group
- 10 face to face meetings of mentor-mentee pairs
- 10 mentors trained

Effects:

- increased interest of young children in reading and learning
- involvement of mentors in voluntary community work

Indicators of success:

- 10 active pairs of mentor-mentee
- 10 face to face meetings of mentor-mentee pairs
- 10 mentors trained
- minimum 1 book read in one pair

I. SECURING THE RESOURCES FOR THE MENTORING PROGRAMME - PREPARATION FOR IMPLEMENTATION

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

a) The Mentors

Most of us can think of people in our lives, more experienced than ourselves, who have offered us advice, presented a challenge, taught us something new, initiated friendship or simply expressed an interest in our development as a person. They helped us negotiate an uphill path or find an entirely new strategy to reach a goal in our academic, career-related or personal lives. They showed us a world larger than our present neighborhood. They discovered talents that we hadn't noticed in ourselves before and stimulated conceptions about what we might be able to accomplish. And from time to time, they would also nudge us when we needed a nudge.

In this sense the best mentors are advisors, coaches, counselors and supporters all at the same time. They are experienced people who guide their mentees (their protégée) in various fields, but also challenge them to develop their independence. A good mentor will always help his or her mentee define personal goals, and then support the mentee's quest to achieve them. He or she will share

knowledge, provide encouragement, and hopefully inspire the mentée. Above all, a mentor should be someone the mentée can trust to always keep his or her best interest in mind.

Mentors may offer the following:

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

Although there might be as many definitions of a mentor as existing different mentoring programmes, Shea's definition (1992) in „Mentoring: a guide to the basics“ matches these ideas very well:

“Mentors are people who, by their actions and their work, help others to achieve their potential. They help them to be what they like to be.”

To sum up, a mentor has many different roles:

POSITIVE ROLE MODEL, FRIEND, COACH, ADVISOR, SELF-ESTEEM BUILDER, CAREER COUNSELOR, ADVOCATE, ...

b) The Mentor Trainers / Coachs

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

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

1. Requirements for applicant volunteer mentors

- A mentor can be any adult above the age of 18

Criteria:

- Communicative
- Flexible
- „Teampayer“
- Likes children
- Likes to help others
- Speaks and reads the language of the mentees

The applicants will be selected upon recommendations and interviews. The mentors can apply to a certain deadline.

2. Channels for launching the call for volunteers

- Internet (e.g.organization website)
- emails
- personal contacts (labor agency, sports clubs, schools, churches, etc.)

a) Contracting volunteer mentors

The mentors will work upon a contract made pursuant to the Act No. 406/2011 on voluntary work or any other agreement beneficial for both parties (mentor and organization).

The contract will provide all necessary details, e.g.:

- Length of period and number of hours of work expected;
- Requirement to participate in training / coaching sessions;
- Mentors' responsibilities and limits of their responsibilities (e.g. confidentiality vs obligation to report to coordinator, insurances etc.);
- Expectations concerning reporting on mentor-mentee meetings
- Financial conditions of work (e.g. reimbursement of costs for transport, consumables etc.);
- Support structures available for volunteer mentors - facilitating mentor networking and reflection

II.1.2. RECRUITMENT, SELECTION, CONTRACTING OF MENTOR TRAINERS / COACHES

a) The mentor trainers / coaches' job description (qualifications, roles, responsibilities)

1. Requirements for applicant mentor trainers / coaches

- A mentor trainer can be a person with previous minimum five year experiences in training adults.

Criteria:

- Communicative
- Flexible
- „Teampayer“
- Likes to help others
- Empathic
- Able to solve problems
- Shares the visions, goals, and ethics of the programm and organization

The applicants will be selected upon recommendations and interviews. The trainers can apply to a certain deadline.

2. Channels for launching the call for volunteers

- Internet (e.g.organization website)
- emails
- personal contacts (labor agency, sports clubs, schools, churches, etc.)

b) The contract and terms of reference

The trainers will work upon a contract on performing of the work pursuant to Act No. 311/2001 Coll. Labor Code or pursuant to the Act No. 406/2011 on voluntary work. The contract will provide all necessary details, e.g.

1. Length of period and number of hours of work expected;
2. Requirements to deliver good mentor trainings
3. Mentor trainers' responsibilities and limits of their responsibilities (e.g. when do they need to report to the mentoring programme manager)
4. Expectations concerning reporting on mentor training meetings towards the mentoring programme manager
5. Financial conditions of work (e.g. reimbursement etc.);
6. Support structures available for mentor trainers

II.1.3. INITIAL ASSESSMENT OF THE MENTORS' LEARNING NEEDS

a) Assessment instruments and their application

Assessment of mentors will be initial, on-going, and final. At the beginning of the program all mentors will be asked to express in group their expectations and needs. After each training and face to face event with the mentees they will be asked to fill in the evaluation sheets. All trainings will begin with group reflections on previous trainings or meetings. At the end of the program they will be asked to fill in the final evaluation sheet.

II.1.4. TRAINING/ COACHING OF MENTORS

Certification / recognition of mentors' competences

Learning outcomes of the volunteers will be recorded through attendance lists and evaluation sheets. Their competences acquired in the program will be acknowledged by certificates of completing the training and the program and all other relevant certificates (Europass, ECVET and Youthpass)

II.1.5. SELECTION OF MENTÉES

a) Launching the call for mentées

1. Requirements for applicant mentées

A mentée can be a student at the age of 6-10, who has been identified with some reading and learning difficulties.

2. Criteria of selection

Mentees who apply will be selected upon recommendations and interviews with their teachers, parents, tutors, social workers, youth workers, etc.

3. Channels for launching the call for mentées?

Potential mentees will be addressed through the organization's network of teachers, parents, tutors, social workers, youth workers, etc.

- **Contracting mentées**

- **Unless otherwise contracted (e.g. through educational institution, community center, etc.)**

the contracts will be made with legal representatives of the mentees. The contracts will specify all necessary details, e.g.:

- Length of period and number of hours of the mentoring;
- Requirement to participate in the mentoring;
- Mentors' and mentée's responsibilities and limits of their responsibilities (e.g. confidentiality vs obligation to report to coordinator etc.);
- Expectations concerning reporting on mentor-mentée meetings
- Financial conditions of taking part in the programme;
- Support structures available for mentées - facilitating mentées networking and reflection
- Insurance

b) Cooperation with parents / caregivers

Cooperation with the mentées' parents / caregivers will be established at the beginning of the programme. They will be invited to the initial mentor/mentee matching. To secure a successful cooperation, we will build on trust and cooperation with our network of teachers, parents, tutors, social workers, youth workers, etc.

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

Mentoring programme organizers will secure that the parents or caregivers of the mentée will receive description and explanation of the programme (rights, obligations, objectives etc.) Involvement of “gate-keepers” will increase trust and confidence. In some mentoring activities also parents and caregivers will be invited. However, they will be advised that mentoring is not a therapy or a babysitting, we need to stay realistic but positive.

II.1.6. MATCHING MENTORS AND MENTÉES

a) Induction of mentors and mentées - trial period

- The relationship of the mentoring pairs will be initialized at a face to face meeting.
- Criterias for matching the pairs:
Matching will be made randomly, unless some limitations will be expressed by mentors/mentees.
- Ininitially a trial period taking no longer than a quarter of the length of the program will be given. A feedback from mentor / mentées regarding the effectiveness of the match will be received after the first face to face meeting.

II.2. MENTOR TRAINING / COACHING PROGRAMME DEVELOPMENT

II.2.1. PRELIMINARY ISSUES

a) General framework of the training

- This training program has been developed by a team of experts. The training is compulsory for all beginning mentors. If they are repeating mentoring, some sessions (identified by the trainer) can be skipped. To work as a mentor and receive a certificate of attendance, the participant is obliged to complete 80% of the training. The mentors are involved at the design of the training upon their feedback/evaluation provided after each session. This is a new training program, however, it is based upon the experiences gained from the training work of the Orava Association at previously conducted projects and initiatives. The program is partly based on approaches piloted by the programs of family literacy and school-family cooperation. Methodologically it follows ERR framework (Meredith, Steele: Evocation – Realization of meaning – Reflection), that has a potential to improve education and at the same time to lead to a positive changes of attitudes and behavior, and to harmony in relationships.

II.2.2. THE CURRICULUM

a) MAIN GOALS AND OBJECTIVES OF THE MENTOR TRAINING / COACHING PROGRAMME

- To prepare mentors for their work with mentees
- To provide opportunity to practice necessary mentoring skills identified according to the needs of the mentees
- To provide opportunity to share experiences

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

<p>First meeting: How to become a good mentor 4 hours</p>	<p>Goals:</p> <ol style="list-style-type: none"> 1. Introduction, getting to know each other 2. Identify mentors' expectations of the project 3. Inform about basic goals and activities of the project 4. Discuss good mentoring and good mentors, standards and ethical issues of mentoring 5. Create rules of the mentors' meetings 6. Application: to plan the first meeting with mentees <p>Activities:</p> <ol style="list-style-type: none"> a) Informal discussion b) Who am I? c) Tree of expectations d) Information about the project e) Group discussion about good mentoring and mentors f) Creating of the group rules and ethical code of mentors g) Bingo (game to get to know better each other) h) Planning of the first meeting with mentees
<p>Second meeting: Life skills 4 hours</p>	<p>Goals:</p> <ol style="list-style-type: none"> 1. Provide room for the mentors to think about their abilities and competencies and how they can be used in mentoring work. 2. Discuss selected life skills and their usefulness in every-day life. 3. Promote development of life skills. <p>Activities:</p> <ol style="list-style-type: none"> a) Reflection on the previous meeting with mentees b) Round table and merry-go-round c) Contrabass player (reading) d) Life skills e) Planning of the second meeting with

	mentees
Third meeting: Lets read together 4 hours	<p>Goals:</p> <ol style="list-style-type: none"> 1. Develop prosocial competences. 2. Discuss ways of assisting children with reading. 3. Demonstrate a technique of guided reading. 4. Practice aloud reading. <p>Activities:</p> <ol style="list-style-type: none"> a) Reflection on the previous meeting with mentees b) Guided reading c) Principles of good guided reading d) Planning of the next meeting with mentees.
Fourth meeting: Reading merry-go-round 4 hours	<p>Goals:</p> <ol style="list-style-type: none"> 1. Develop a positive attitude to reading and books through games and aloud reading. 2. Discuss ways of making reading and books attractive for children. 3. Demonstrate some reading activities and games 4. Practice reading <p>Activities:</p> <ol style="list-style-type: none"> a) Reflection on the previous meeting with mentees b) Reading merry-go-roand c) Planning next meeting with mentees
Fifth meeting: Learning together 4 hours	<p>Goals:</p> <ol style="list-style-type: none"> a) Discuss learning styles b) Discuss ways of assisting children with learning and how to effectively and usefully spend time together c) Create tasks/problems for children that shall be fulfilled together with mentors, parents/caregivers. <p>Activities:</p> <ol style="list-style-type: none"> d) Reflection on the previous meeting with mentees e) What is your learning style?

	f) Calendar of homeworks g) Planning of the next meeting with mentees
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The training sessions will be held according to a time schedule discussed at the first meeting. The meeting room equipped with tables and chairs, flipchart or a board and a projector. Mentors will receive handouts and worksheets prepared for each meeting.

Active involvement of all mentors will be promoted. The trainer will use interactive methods and less active trainees will be invited to participate during the sessions.

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

a) TYPE OF TRAINING / COACHING (FACE-TO-FACE)

The training of the mentors will be mainly delivered through face to face meetings, which best suit to the goals of the program and our institution has good experiences with this form. Some themes can be delivered as a combination of face to face and distant learning (e.g. searching for reading resources, ideas for common tasks, etc.). Between the meeting, the mentors and their trainer will keep contacts through previously agreed internet media (emails, facebook, etc.)

b) TIMELINE

1st session with mentors 4 hours	Week 1
1st and 2nd meetings with mentors and mentees	Week 2
2nd session with mentors 4 hours	Week 3
3rd and 4th meetings with mentors and mentees	Week 4
3rd session with mentors 4 hours	Week 5
5th and 6th meetings with mentors and mentees	Week 6
4th session with mentors 4 hours	Week 7
7th and 8th meetings with mentors and mentees	Week 8

5th session with mentors 4 hours	Week 9
9th and 10th meetings with mentors and mentees	Week 10
Final session with mentors	Week 11

**The sessions will be held at a time of a day suitable for all mentors and previously agreed upon.
Total hours of mentors training: 20**

c) **TRAINING / COACHING STRATEGIES**

Methodologically the training will follow ERR framework (Evocation – Realization of meaning – Reflection), which means that each session will follow the same structure. It will begin with an evocation phase, based upon participants' previous knowledge and experiences in a particular theme, followed by a phase of realisation of meaning, which includes new content and information, ending with a phase of reflection.

The sessions will usually have the following structure:

1. Introduction and explanation of a theme and goals of the meeting
2. Demonstration through a direct experience using interactive and participatory methods
3. Practical training of application of the activities – individual and team work.
4. Application – planning of using of the activities with the mentees.
5. Reflection and improvements – analysis of experiences with application of the activities (usually at the following meeting)

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

a) **HANDBOOK/ HANDOUTS / WORKSHEETS**

Trainers of mentors will receive a handbook including detailed description of each session and proposed activities. The handbook will include worksheets and other materials that will be handed out to the mentors and mentees (see Appendix)

II.2.5. MONITORING AND EVALUATION OF THE MENTOR TRAINING / COACHING PROGRAMME

Monitoring and evaluation plan see at the Appendix

II. IMPLEMENTATION PROPER OF THE MENTORING PROGRAMME

III.1. MANAGEMENT

a) **Mentoring programme coordination**

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

Coordination of the mentoring program will be secured by the coordinator of the LegMe project. The trainers of the mentoring program will be selected from among existing base of the certified Orava trainers. They will be also involved at particular management tasks.

b) Facilitating teamwork

- The mentoring program will require a good and effective teamwork provided that a communication between programme leaders, mentors and other stakeholders is open and effective. The sustainability of the program can be guaranteed by the sustainability of the managing organization and its capability and possibilities to secure resources. Moreover, an effective cooperation and commitment of other stakeholders (e.g. local authorities, agencies, NGOs, educational and social institutions, etc.) is equally essential for the program sustainability.

c) Accountability, respect and trust

Accountability, respect and trust are essential for a successful implementation of the mentoring program. There must be mutual respect for all parties involved in the mentoring programme: respect needs to be consistently modeled by all. We need to be aware that the mentors may think that the parents do not do enough or well enough for their children and for this reason they are not worthy of respect – this issue of respect shall be discussed with the mentors (e.g. respect for people's effort to do their best in the given circumstances).

d) Programme monitoring and evaluation / quality assurance

To provide evidences that our mentoring programme is successful, a monitoring and evaluation plan will be developed including monitoring tools and evaluation techniques that shall be used guarantee good quality of the program.

e) Defining / agreeing indicators of programme success

Indicators for our management team that our mentoring programme structures provide adequate time and opportunities for mentors and mentees to engage in meaningful, shared professional development will be identified during the piloting of the program.

f) Assessment of mentors' on-going learning needs

Assessment of mentors' on-going learning needs will be secured through a formative assessment process that provides a framework for the purposes of demonstrating mentors growth and progress, as well as techniques / tools that engage the mentor / mentée in an ongoing reflective process will be developed during the piloting phase of the program.

g) Assessment of mentors' progress in performance

- Assessment of mentors' progress in performance will be secured through a formative information that is used to determine the scope, focus and content of the professional development activities that are the basis for the mentors' self-assessment and development of an individual professional learning plan

- identifying a level of preparation of the mentors to integrate support and assessment strategies within the context of mentoring to enhance their personal learning.
 - ways how the mentoring programme management provides multiple measures of formative assessments to identify individual mentors needs and guide support.
- h) Facilitating growth of involved human resources (reflection)**
The staff (trainers) involved in the mentoring programme will have multiple opportunities for their professional growth. There will be meetings of trainers organized for a purpose of peer learning and sharing of experiences. to strengthen our human resources?
- i) Risk management**
A comprehensive, ongoing system of program development and evaluation that involves all programme participants and other stakeholders will secure good management of the program.
- A clear communication plan that can prevent risks, e.g. misunderstanding, risk of exclusion etc. will be discussed and agreed upon with the program trainers and mentors.
 - We will regularly collect and reflect feedbacks about our programme quality and effectiveness from all participants (trainers, mentors and mentees).
- j) Crisis management**
To assure that our programme management collaborates with all programme participants to overcome challenging aspects, e.g. mentée working environment, mentor training and other operational and logistical barriers, a crisis management system will be developed.
The system will provide tool to assess the three most comon elements of a crisis: the threat to our organization, the element of surprise, the short decision time, and how to deal with these elements.
- k) Celebrating success**
Outstanding achievements and high personal engagement in our mentoring programme will be recognized in course of the programme. The best mentors and mentor trainers can be recog-nized through several ways that are available within the organization, especially thank you let-ters, Award of the Orava Association Founders, Award of the Orava Association President, and the Main Orava Association Award. These awards have been annually given at the association’s general assembly.

III.2. PROGRAMME VISIBILITY, DISSEMINATION AND AWARENESS RAISING

- a) Other potential beneficiaries - waiting lists (mentors, mentees)**
- To make our programme more visible, we will use all accessible media, e.g. local press, TV, web-sites. Moreover, all our networks will be addressed through email contacts to make our pro-gramme more noticeable and our active mentors and mentées will be encouraged to spread the word and message of our vision further.

“Word of mouth, or viva voce, is a good way to passing information. We should never underestimate the satisfaction, trust and commitment to the mentoring programme by the participants: word of mouth has far-reaching consequences (e.g. affective / emotional, cognitive, and behavioral) for all participants of the mentoring programme, the wider community and the organization.”

III.3. INVOLVING STAKEHOLDERS, NETWORKING, SECURING SUPPORT FOR THE PROGRAMME

a) **Sharing the vision**

- Our ideas and visions will be made more transparent to find like-minded people and organizations to support us through all available communication canals (conference presentations, dissemination activities, website information, board meeting and annual general assembly)

b) **Individuals**

- **Parents, caregivers**

- Parents and caregivers can also support our programme, especially through a support of the mentees. They will be also invited to personally participate at some sessions/events for the purpose to understand the goals and benefits of the program and further support it according to their possibilities.

- **Intercultural mediators**

If the mentees from other than majority culture are involved at the program, intercultural mediators, if such are locally available, will be invited to participate and look for their possible assistance.

VIPs

- VIP’s active locally or in the area / theme of the mentoring programme will be searched for. They will be invited to join the organization’s Board of Advisors, where they will be offered a cooperation with respect to also satisfy their needs, meet their interests and share their visions.

c) **Public and private institutions**

To support the program, all relevant stakeholders will be addressed, especially:

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

d) **Interested donors on local, national, European / international level**

To secure resources and support of the program, fundraising will be a necessary part of the management efforts. Donors from among local, national, European and global level will be searched for and addressed.

III. EVALUATION OF MENTORING PROGRAMME OUTCOMES AND PROGRAMME ADJUSTMENT (IF NECESSARY)

If so decided by the program management, an external evaluation of mentoring program outcomes and program adjustments can be done by a selected external evaluation institution (e.g. university).

The program outcomes will be included at the organization's annual report and discussed at an annual conference. Evaluating of the mentoring program can help us make necessary adjustments and, ultimately, determine its effectiveness.

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*Acknowledgment: Some parts of these guidelines were adapted from the DO-IT publication DO-IT Mentors: „Helping Young People Prepare for Their Future“.
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