

Mentor and coaching programme

PROBLEM DESCRIPTION

Youth unemployment is a raising problem with long-term consequences for an individual, community, economy and society. Percentage of global unemployment proved to be relentless. There is a big differences between members of EU (20 percent of youth unemployment), and Mediterranean area, where is 50 per cent of youth unemployment¹.

Situation in Croatia is very similar to a global situation. According to the Croatian Employment Service's data (Hrvatski zavod za zapošljavanje), average unemployed number has risen from 305.333 in year 2011 to a 324.342 in year 2012 – an increase of 6.2 percent. Observing that data in contest of an age, number of youngest unemployed groups has risen. According to that average number of unemployed youth from 15 to 19 years has increased for 10 percent, while the average number of unemployed youth from 20 to 24 years has increased for 9,2 percent².

Croatian Youth Network conducted youth unemployed study within the project "Tko se boji velike zločeste krize. Strukturirani dijalog o nezaposlenosti mladih"³ (Who is afraid of a big bad crises. Structured dialogue on youth unemployment) during the years 2011 and 2012. Results showed that significant number of young people do not have required skulls, knowledge and other features needed for successful jobs conducting in a modern economy. Participants have pointed that the Croatian educational system doesn't providing required competencies to students. They are unsatisfied because the educational institutions, that they are attending, or were attending, are not engaging themselves to ensure practical experiences in education. The quality of educational processes is questionable, as it has not enabled acquiring relevant knowledge.

If we put the study results in the context of young educational experts, who are meeting all sorts of children during their work, then we can conclude that their competencies, gained through formal education, are not developed enough to work with children who have specific needs which often become visible during the class.

¹ D. Hughes, T.B. Borbely-Pecze (2013.). Nezaposlenost mladih: kriza našeg okruženja – uloga politika cjeloživotnog profesionalnog usmjerenja u razmatranju ponude i potražnje radne snage. Finska: Europska mreža politika cjeloživotnog profesionalnog usmjerenja (ELGPN)

² Godišnjak 2012. (2013) Zagreb: Hrvatski zavod za zapošljavanje

³ N. Butković. (2012), "Tko se boji velike zločeste krize. Strukturirani dijalog o nezaposlenosti mladih". Zagreb: Mreža mladih Hrvatske, str 45, 50, 94

Informal education methods are recognised as a great tool for adopting practical skills and merging theory with the practice, but involvement of young people in such programmes is still very low. It is recognised that the motivation is not developed enough and that information about educations of gaining some specific competencies are often not visible enough in many other information.

In the already mentioned study, one of the problem is that young people are often not aware of the need for a further education, after leaving the educational system, which is than negatively reflected on their competitiveness. They also mention that volunteering often allows them to acquire many useful skills needed for a labour market and regain shaken self-confidence through realising some of the projects they see as theirs.

Project of the Croatian network of volunteer centres: “Volonterski centri – spona između volonterstva i zapošljivost mladih” (Volunteer centres – the link between volunteering and employment), conducted 2011 and 2012 has shown that volunteering is one of the mechanism which gives to a young people the opportunity to develop on the professional and personal level and to gain skills and knowledge’s which will increase their competitiveness on the labour market. It is very important to continually inform young people about the possibilities of volunteering, define the volunteer positions that are appealing and motivating for young people and in which the young people can see possibilities off professional and personal development and gaining skills that they could find useful on the labour market⁴.

In accordance with the mentioned, created programme uses the resources of volunteer work of young unemployed teachers as direct users and enables them to upgrade their competences and be more competitive on the work market.

Indirect users in the project are the gifted children. According to the draft of the *Regulation of how to recognise, educate, following and inspiring of gifted children in elementary and high school and the conditions and proceedings of how a student is able to finish school in shorter period of time than regulated*⁵, gifted child is the child who possesses highly, or above average and/or specific skills that allow him with constant support, enable him permanent achievement of above average results in one or more areas.

Statistically, more than 50% of the pupils with above average abilities, do not get good grades in schools. They represent a big group of pupils that have not been identified, underestimated or ignored. Some talents can be masked with feelings, personality, lower achievements, low self-respect or specific learning difficulties. Extraordinary potentials can be unnoticed if learning conditions do not ensure/give the opportunity for a child to demonstrate and develop his talent. School’s failure of the gifted students is a source of great frustration for teachers, parents and experts⁶.

⁴ N. Butković i sur. (2013.), Neudoban položaj – priručnik za suzbijanje diskriminacije mladih na tržištu rada. Zagreb: Mreža mladih Hrvatske. 87-117

⁵ <http://public.mzos.hr/Default.aspx?art=13090&sec=3549> (posjećeno 14.4.2014.)

⁶ V. Vizek Vidovi, V. Vlahović – Štetić, Majda Rijavec, Dubravka Miljković (2003). Psihologija obrazovanja, IEP-VERN’, Zagreb / T. Grgin (1996). Edukacijska Psihologija, Naklada Slap, Jastrebarsko / M. Čudina Obradović (1990). Nadarenost, razumijevanje, prepoznavanje, razvijanje. Školska knjiga, Zagreb

Considering that gifted children are still not recognized and that they are represented as a challenge that requires, from teachers, adequate resources for handling, they are chosen as indirect users of the programme.

OBJECTIVES

Main objective

Increase competitiveness and employability of the young unemployed teachers for the labour market.

Specific objectives

- 1.) Upgrade competences of the young unemployed teachers that they have acquired through formal education.
- 2.) Increase inclusion of the young unemployed teachers in informal forms of trainings /increase opportunity for involving young unemployed teachers in processes of informal forms of trainings.

RESULTS AND INDICATORS

1.1. Young unemployed teachers informed about the project and programme and how to involved in the programme

Indicators

- Information about the programme put on the organization's web site and Facebook
- 15 young unemployed people involved in the selection process
- Held at least 6 interview with potential mentors in the selection process
- Selected at least 6 persons for mentors

1.2. Developed competences for implementation of theoretic knowledge in practical work among young unemployed teachers.

Indicators

- 2 days education conducted where at least 6 persons participated
- Signed at least 6 contracts between mentors and organization
- Conducted at least 6 meetings of further education, supervision and support
- Designed individual plans for each mentée
- Mentors prepared for rounding relations with mentées
- Continuously, for 6 months mentors had at disposal individual consultations with experts from the educational team (if necessary, evaluation of the mentoring coordinator)
- Mentors involved in preparation of 2 meetings for mentors and mentées



AGENCIJA ZA
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PROGRAME EU



- Developed practical skills of individual approach to the child, non-violent communication, the development of creative and critical thinking, motivation and communication and mentoring competencies in participating mentors
- increased level of recognizing the needs skills and potential of the group and the creation activities in accordance with the observed

1.3. Enabled opportunity to young unemployed teachers for practical work and applying acquired theoretical knowledge and skills

Indicators

- Collected at least 6 SWOT forms
- Elementary school selected which is open for cooperation on the project
- Meeting hold with the school staff (principle, pedagogue, psychologist) with selected school
- Developed programme's material for the school
- Created potential child's list for involvement on the project
- Held at least 6 meetings with children's parents
- Collected at least 6 forms with information of the child
- Created list of potential connection between mentors and mentées
- Matched at least 6 pairs – mentor and mentée
- Signed at least 6 contracts between organization and parents
- At least 6 pairs (mentor – mentée) involved in regular weekly meetings during 6 months
- Conducted 2 joint meetings of mentors and mentées
- At least 6 mentors kept diaries regarding association with mentée
- Increased professional competences among young unemployed teachers
- School contacted at least 2 times during the relationship mentor – mentée
- Families contacted at least 2 times during the relationship mentor – mentée

BENEFICIARIES

Direct beneficiaries are young unemployed teachers, both genders, up to 30 years old who are:

- Expressed motivation for acquire new knowledge and skills
- Active in English
- Have time for regular involvement on the programme
- Have positive attitude for involvement in volunteering activities

Young unemployed teachers involved in the programme will spent time on the weekly bases with mentées in structured activities that will be chosen in cooperation with the mentées. Each meeting



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will last from 2 to 4 hours. Activities will depend of individual needs of the mentée. During supervision possible activities will be planed. Involved mentors, by signing contract with the organization, will take responsibility for spending time with the mentée per 6 months. Also, during this 6 months mentors will have obligation to participate on the supervision, maintaining contacts with the mentor's coordinator, submit written reports and writing a diaries of activities.

At least 6 persons will be involved and it is estimated that one person will spent at least 20 hours of his time, on the monthly level, on the activities.

Indirect beneficiaries are children who are attending elementary school (age from 10 to 14), both genders and whom are recognized as a gifted.

For the programme needs, interpretation of the talent will be taken from the draft of the *Regulation of how to recognise, educate, following and inspiring of gifted children in elementary and high school and the conditions and proceedings of how a student is able to finish school in shorter period of time than regulated*. Gifted child is a child who possess highly above average general or/and specific capabilities which, under systematic support, are allow him permanently achievement in above average results in one or more areas. Expression of a giftedness is conditioned by highly level of capabilities, some personal characteristics and creativeness.

Giftedness is manifested as:

- General intellectual ability
- Creative ability
- Specific ability in one or more areas – language, communication, mathematic, natural sciences, technical area, IT, humanistic area, art or sport's area.

According to the data of Ministry of education and sport in Croatia, there is 2319 pupils in elementary schools recognized as a gifted (0.69 percent)⁷.

According to the statistic, more than 50 percent of the pupils with above mentioned average capabilities, do not have good grades. These group of pupils is unidentified group of gifted pupils. They are often underestimated and disregarded. Some of the talents are masked by the emotions, personality, lower achievement, lower self-respect, specific learning difficulties. Extraordinary potentials can be undetected if the learning conditions do not ensuring a chance for the pupils to demonstrate or develop their talents. Failure of the outstanding pupils can be a source of big frustrations for teachers, parents and experts⁸.

⁷ http://www.klinfo.hr/modules/mod_category/data/darovita_djeca.pdf

⁸ V. Vizek Vidovi, V. Vlahović – Štetić, Majda Rijavec, Dubravka Miljković (2003). Psihologija obrazovanja, IEP-VERN', Zagreb / T. Grgin (1996). Edukacijska Psihologija, Naklada Slap, Jastrebarsko / M. Čudina Obradović (1990). Nadarenost, razumijevanje, prepoznavanje, razvijanje. Školska knjiga, Zagreb.

Children will be chosen in cooperation with the mentor's coordinator and school staff (principle, pedagogue and psychologist). School staff will make a list of a potential children and get in first contact with their parents. If parent show off interest for involving his child in the programme, parent's contact will be forwarded to the mentor's coordinator who will arrange meeting with parent and child. If the family show interest in the programme, child will then become mentée.

At least 6 children will be involved in the programme.

ACTIVITIES

Activity	How	Indicators
Activity package MENTORS		
Informing about the project and programme	Information's on the project and on the procedure for inclusion in the program for potential mentors will be published on the web page (www.fso.hr) and Facebook profile of Forum for Freedom in education.	- Information about the project and programme posted on the Internet and Facebook pages of the organizers.
Participants selection process	<p>The selection will include two rounds. The first will focus on the analysis of the received application forms, and the second analysis of the data collected through interviews with respect to legal regulations for work with children. Any interested person will initially fill out application form with general information, previous experience in the work, a list of professional skills, time availability, and questions about the motivation for involvement in the project and send e-mail to the organizer.</p> <p><u>The advantage in the selection process will have people who are:</u></p> <ul style="list-style-type: none"> - Under the age of 30, - Expressed their motivation to acquire knowledge and skills, - Recognize that the knowledge and skills they want to acquire, - Have so far no work experience /seniority, - Actively speak English, - Have time in the week for regular involvement in the project and -Have a positive attitude toward involvement in volunteer activities. <p>People that will match the set criteria for inclusion in the project will be invited to an interview. During structured interviews they will be informed in more detail about the project and additional information will be gathered about their life circumstances and</p>	<ul style="list-style-type: none"> - the selection process included 15 young unemployed teachers - held at least 6 interviews with potential mentors in the selection process - a minimum of 6 people selected for participation in the project - collected special certificates of not having criminal records for the people included in the project



	<p>attitudes related to the topic of the project area (attitude towards inclusion in volunteer activities for example, etc.). In the event of fewer applications received, a second round of selection will not be held. Any person who sends the application will receive a response via e-mail from the organizers that the application is received and the announcement of the next steps in the implementation. A final decision on the inclusion of the project will be transferred to candidates by phone and e-mail further. For inclusion minimum of 6 people will be selected and a maximum of 10 (depending on the number of applications and depending on selection)</p>	
<p>SWOT form (option I)</p>	<p>Selected people for inclusion will receive the SWOT form for filling. SWOT form will contain areas that will relate to the recognition of their individual strengths and weaknesses in the area of professional competence for practical work with the child (and children) as well as the benefits and challenges of the environment related to their professional competence.</p> <p>From the filled SWOT forms areas will be detected that need additional cover through education and later through supervisory meetings. With the results of the SWOT analysis, participants will be introduced at the education meetings.</p>	<p>- gathered a minimum of 6 filled out SWOT forms</p>
<p>Education</p>	<p>Education of the mentors involved will last two days and will include topics:</p> <ul style="list-style-type: none"> - project in the context of the acquisition of professional competences and increasing employability (the project activities, project documentation and guidance on how to meet them) - gifted children (recognizing potential and to direct them, to help the child cope with his talent in everyday life) - creative and critical thinking (while emphasizing the importance of directing talent) - counselling (to advise the child): background information on the theory of choice (human needs and behaviour of components in the context of motivation), non-violent communication (skills of active listening, I-messages, different styles of communication, the fundamentals of the conflict) 	<p>- held a two-day training, which was attended by a minimum of 6 mentors and the education team</p> <p>- increased knowledge of the mentors on relevant topics covered by the education</p>





	<ul style="list-style-type: none"> - development of relations (phases relations, recognizing the specificity of individual phases, potential activities, risk situations such as lying, avoidance agreement, no answer, etc.) - the concept of mentoring (as mentoring, specific examples) - competences (introducing the concept of competence, what it consists of, awareness of their own competence) <p>The training will include the topics that prove necessary collected by the SWOT analysis of individual participants. During the training presentations will be used, discussions, case reports, work in pairs, evaluation sheets, films and other methods and techniques for the purpose of approaching the issue of individual participants in education. Training will be conducted by the education team that will bring together experts from a particular subject area.</p>	
Contract signing	<p>After the education has been concluded with the mentors, they will sign the Volunteering contract that will be detailing the obligations of both parties, the duration of the program and processes in the event of his termination before expiry. In the event of interruption of meetings between the mentée and the mentor (changing life circumstances with a supervisor or a mentée, neglecting commitments to the project by the mentor, continuously avoiding meeting by the mentée and other circumstances that are not permitting the execution of planned activities) will organize an individual conversation with a supervisor (project manager) and family (project manager) during which he will go through the reasons, to define further steps and document about the ending of meetings. Further effort will be put in to organizing a joint meeting: family, mentor and mentor's coordinator, to analyse what was done and to round up the relationship. Mentor's coordinators with the supervisor will assess whether there is a possibility of connecting mentors with another mentée, or a mentée with a mentor. The decision will depend on the time when the relation was interrupted and why.</p>	- minimum of 6 contracts were signed between the organizers and mentors.
Supervision	<p>In order to systematically monitor the work of mentors, provide support and upgrade their knowledge on the areas that demonstrate need for such actions, supervisory meetings will be mandatory month. During the meeting, an insight will be gained into the relationship between the mentor and the mentée based on those steps will be planned for an individual approach for each</p>	<ul style="list-style-type: none"> - held 6 group meetings of further training, support and supervision - shaped individual treatment plans for each mentée





	<p>mentée included (making individual work plans). Also, during the supervision, mentors will be prepared the rounding up the relationship with the mentée. Through the implementation of the project 6 group supervision meetings will be provided for 90 minutes in a work space that allows working without any distractions.</p> <p>Meetings will be conducted by an expert with experience in working as a mentor, has teaching experience and expertise in the topics covered by the education.</p>	<ul style="list-style-type: none"> - mentors prepared for rounding up relationship with the mentées - mentors prepared for public presentation performance
Individual consultation	<p>During the implementation mentors will have a coordinator available at all time in case of a sudden problem. Coordinator will evaluate the situation and direct the mentor on presenting the situation during group supervision meetings he will direct it according to the need on one of the trainers from the training team. Individual consultations will be available throughout the program and will be conducted, if necessary, by telephone, by mail or through personal meetings.</p>	<ul style="list-style-type: none"> - continuously for 6 months mentors have available possibility for individual consultations with experts from the educational team
Activity package MENTÉE		
Informing of the children	<p>A school that is recognized by maintaining good cooperation with civil society organizations and motivation for new projects aimed at the welfare of children will be presented to the project initially in writing, and upon confirmation of the common interests a meeting will be held of expert associates from schools and mentoring coordinator. Written material for the school will have separately defined objectives and results to be achieved with the children due to connections with the mentor. Procedures, deadlines, and all of the important things will be agreed upon in a meeting of all parties.</p>	<ul style="list-style-type: none"> - selected schools to cooperate in the program - meeting with professional associates from selected schools - prepared written materials for schools: about the project/programme and its importance to the child
Selection	<p>Professional staff will get familiar with program and create a list of gifted children with the potential for inclusion and establish the first contact with the parent. If parents show interest in involvement, parent contact will be forwarded to the mentoring coordinator who will then join arranging a meeting with the parent and child. For the meeting with the parent written materials about the program will be prepared, for parents and</p>	<ul style="list-style-type: none"> - created a list the potential gifted children for inclusion in the project/programme - achieved a minimum of 6 meetings with families



	<p>children to get an indication of involvement in the program and its activities. The family will be included in the program, if the child and parent express interest for inclusion. During the meeting with parent and child the mentor coordinator will present a detailed program of activities, define mutual expectations and announce further steps. During the meeting, the child will fill out a form with general information and a circle of his interests and skills. A minimum of six children will be chosen to participate in the project.</p>	<p>- collected at least 6 forms filled in by children</p>
<p>Maintaining contacts</p>	<p>With the purpose of a continuous exchange of information, permanent communication will be maintained within school and the child's family. The school will be contacted at least twice during the implementation. The family will be contacted at least two times. Contacts will serve the purpose of exchanging information and monitoring of relations: child - mentor. Information will be collected on the satisfaction of the child's involvement in the project, the frequency of meetings of the child and mentor, observable changes in the child, the areas that need to put emphasis etc. Contact with schools and families will be maintained by the project coordinator.</p>	<p>- schools contacted at least twice during the project implementation by linking the child and mentor - family contacted at least two times after connecting with the child and mentor</p>
<p>Joint activity package</p>		
<p>Connecting the child and the mentor</p>	<p>Mentor's coordinator, based on patterns of mentée and mentor will prepare a list of potential connectivity. At the first supervisory meeting of mentors mentée will be presented with brief information and they will be given the opportunity to write on a piece of paper with which child they would like to work with. Effort will be made to connect the child and a mentor that match in coordinators evaluation and also mentors opinion. With a smaller number of children and mentors such a process will be limited. To this end, the coordinator will approach recognizing the strengths of the child and the mentor (skills and hobbies).</p> <p>While connecting mentors and children next will be kept in mind:</p> <ul style="list-style-type: none"> - Gender, - Common interests, - Personality and temperament, - Geographic location, etc. 	<p>- created list of potential connecting children and mentors - connected at least 6 pairs of mentée - mentor - signed at least 6 contracts between organizations and parents</p>



	<p>Mentor will find out with which child will be connected on the first group supervision meeting or during individual contact (by phone or direct).</p> <p>Introducing a mentor with a mentée shall be in a separate meeting where they agreed to be present: mentor's coordinator, mentor, parent and mentée. During introductions, basic information will be provided about the mentée and mentor and the time and place of the next meeting arranged. After the introductions, the signing of contract will be approached between organiser and parents.</p>	
<p>Gathering of mentées and mentors</p>	<p>During the implementation of the program three meetings will be organized for all mentors and mentées for a period of two to three hours. The first will be held in the first month of implementation and will include interactive games to learn and connect. Another gathering will take place in the third month of joint work of mentors and children and will be filled with creative activities. The third will be organized in the last month of implementation and will focus on recognition of profit from joint meetings and on rounding up of the relationships between children and mentors by giving thanks for involvement in the project and taking pictures for memory.</p> <p>Games during the second and third joint meeting will be developed and implement by mentors with their children / mentored as part of the development of their competencies.</p>	<ul style="list-style-type: none"> - conducted three joint meetings of all children and mentors - mentors involved in the preparation of the two joint meetings all parties involved - increased levels of skill to recognize the needs and potential of the group and creating activities in accordance with the observed - increased levels of facilitation of group activities - increased levels of teamwork skills
<p>Weekly meetings of mentées and mentors</p>	<p>The mentor and mentée will meet once a week within structured activities that are selected together. Some meeting will last 2-5 hours (initial shorter duration), and covered activities (outdoor and indoors, at home and abroad) will depend on the individual needs of the mentée and will be conducted in accordance with the plan formed during group supervision meetings. At every meeting mentor and the mentée will arrange dates of the next meeting and convey information about it to the parent. Between meetings they will be in touch by telephone and electronically - via the Internet. Mentor will make notes about each of the meetings. The aim is to streamline the daily mentors to reflect on the implementation of theoretical knowledge and its connection</p>	<ul style="list-style-type: none"> - minimum of six pairs of mentée - mentor involved in regular meetings during the week 6 months - developed practical skills of individual approach to the child, non-violent communication, developing creative and critical thinking, motivation - minimum of 6





	to real situations. Diary will be an opportunity to trace the development of relations and record of achievement. Diary will be personal and not necessarily shared with other program participants (only if mentor express a desire to share content).	mentors regularly kept a diary of socializing with the child
Rounding up the relationships	In the period towards the end of the program – after six months that they are connected (mentor and mentée), there will be a joint meeting of the mentée and mentors and mentoring coordinator where they will all together go through the previous period of involvement of mentors in family and define the next mentor contacts and the mentée, and will they be. The meeting will provide an opportunity for mentors and mentées to tell their feedback on project as a whole: oral and written. If not possible, mentors will round up their relationship with mentées separately.	- held joint meeting of the mentée, mentors and coordinator of the project with the aim of rounding up the relations - individual rounding up relations held

VREMENSKA TABELA

ACTIVITY	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	TKO
WORK PACKAGE - MENTORS													
information about the project													PC
Person selection													PC
swot form													PC
EDUCATION													ED
Contract signing													PC
supervision													SP
individual consultations													SP, PC, ED
WORK PACKAGE - CHILD													
information about the project													PC
selection													PC

subtopics the resource of volunteer mutual support was used), which problems were presented and worked on during the supervision and which thematic unit is estimated as needed to be worked on in following meetings.