



Zemgale Planning Region

WHO IS MENTOR?

Recruiting, matching, training and
management of mentoring process
Benefits and challenges



Summary of the Latvian Rethink model

RETHINK

1st step – Mapping the needs of youth with mental health challenges

2nd step – Regional stakeholders' forums

3rd step – Developing training program guidelines for mentors and Recruitment of mentors

TRAINING PROGRAMME FOR MENTORS

4th step – Training and supporting mentors

Theoretical knowledge, case analysis, ongoing methodological support, counselling, team and case manager support

YOUTH TRAINING 1

5th step – Recruitment of 20 young people

6th step – Joint training programme (summer school)

Matching process, resources and needs analysis, first contact, socializing with other youths and mentors

YOUTH TRAINING 2 - MENTORING

INDIVIDUAL
SUPPORT PLANS

INTERVENTION

EVALUATION

EXIT WAYS AND
FURTHER STEPS

7th step – Individual training programme for youth

Mentor-youth individual activities (cafe, sports, events) and regular contact targeting social inclusion, development of social skills, employment skills, voluntary work, building relationships, developing awareness of possibilities, resources etc.

**EVALUATION
of the project**

1st step – Mapping the Needs
of young people and gaps in
the system

2nd step – Regional Stakeholders' Forum

3rd step – Development of Training Programme
for Mentors and Recruitment of Mentors



- Developing mentoring guidelines - definitions, mentoring stages, recruitment strategy, matching, etc.
- Recruiting and screening of mentors
- Developing e-platform for learning as guided process (self motivation tests, mentoring stages, target group and communication etc.)
- Making volunteer contracts with mentors on piloting program, covering the expenses (travel, catering, entrance fees, etc.) of both mentor and mentee during the meetings and activities



Mentoring guidelines - Mentoring/ Social mentoring definition

Mentoring in general

- A process, a “one-to-one” relationship where one individual (mentor) donates his / her time voluntarily or for a fee to the support and encouragement of another individual (target group youth).
- For the target group this is usually a time of change and a significant period of life.
- Mentoring is a relationship of mutual trust and mutual respect; regular interaction between the parties concerned, based on **mutual** learning and support, between one individual who shares his / her knowledge, experience and wisdom, and another individual who is ready and willing to benefit from this exchange and to enrich his / her professionalism or personal development.
- Mentoring process is limited in time (6-9 month)

Social mentoring

- A mentoring process and relationships basically focused on the target group, which consists of individuals from minority or socially disadvantaged groups who are at risk of becoming or are already in a **state of social exclusion**.
- First of all, social mentoring is focused on improving the capabilities and powers of the target group individuals through mentoring relationship in order to influence a **change in personal status from the state of social and / or economic exclusion to inclusion into society**.

Who are mentors?

Adults, over 26 years of age, men or women.

Education and / or experience in one of the following areas – social work, social pedagogy, pedagogy, medicine, psychology, and other social sciences or humanities!

Special training – about mentoring theory and about special needs and communication of target group.

Abilities and skills - motivation, physical and mental health, personal maturity, absence of addiction, free time to be devoted to a young person, hobbies and / or professions with a potential to be a valuable resource in the re-socialization of a target group person.

10 volunteer mentors recruited through stakeholders, NGOs & employers, personal contacts, Facebook ($12 - 2 - 1 - 1 + 2 = 10$)

Gender: 8 women, 2 men

Age: 28 – 63

Education and work experience:

- 6 have social work education, working in social departments
- 4 have pedagogy education, working in youth centres or NGOs as youth work specialists
- 1 already had experience as mentor for youth / program for NEET / LV - «Proti un dari»
- 1 already had experienced as support person for people with severe mental health problems / LV- «Zelda»



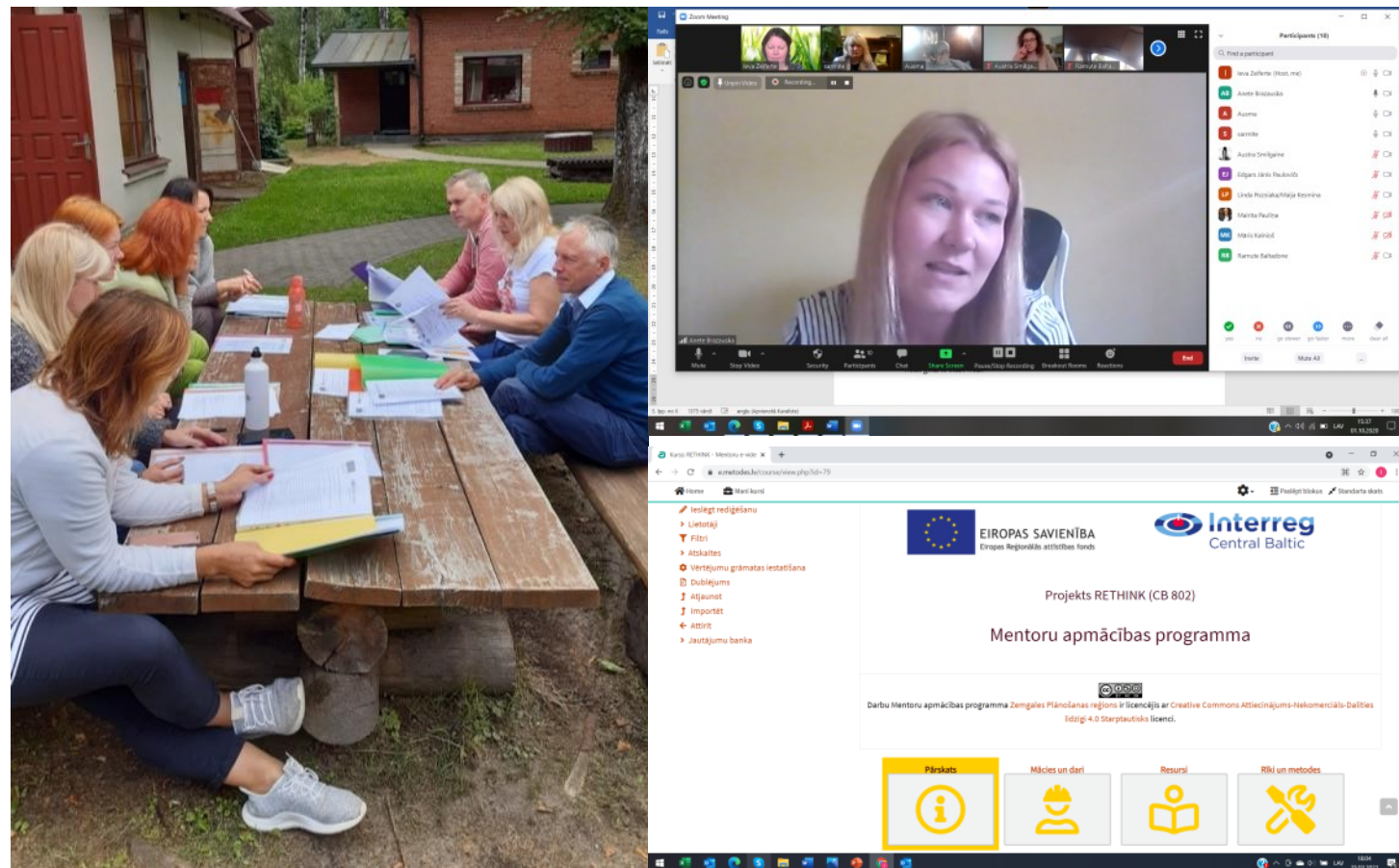


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4th step – Training and Supporting Mentors

- Theoretical training:
 - 12 hours in e-environment
 - mid term meeting in Zoom
 - final session (2 days seminar)
- Regular group meetings (in Zoom) during piloting intervention process
- Individual and group (4 meetings) professionally guided counselling (supervisions) for mentors
- WhatsApp group to share and encourage each other



5th step – Recruitment of Young People



Recruitment of 20 ($29 - 9 - 4 + 4 = 20$) young people through community social services and NGOs of Zemgale region – Dobele, Bauska, Ozolnieki, Vecumnieki, Aizkraukle, Pļaviņas, Jekabpils municipalities:

- aged between 17 and 29
- most with special primary school education, some with a professional qualification, but not used in practice
- with a defined disability level II (some individuals with level III), or without a specified diagnosis / disability
- 11 were with mental (and) physical development problems (disability group II-III)
- 9 were with depression/ schizophrenia/ signs of autism/ post-trauma/ disability status not renewed after reaching the age of 18
- most live with their families – parents and other relatives, as well as with their partners or in group flats
- all of these young people are at risk of social exclusion or their integration into society does not take place, their rights to free choice are limited



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6th step – Joint Training Programme

- Joint training programme started with Summer school in August, 2020, 4 days
- 16 young people and 8 mentors
- Participation in workshops (art therapist, dance therapist, career consultant, ergo therapist)
- Matching youth with mentors
 - 1 mentor and 1-3 young people
 - Very important!
- Creating personal action plan based on interests including arts/creative activities, sport, volunteering, vocational tasters and work experience





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7th step – Pilot Youth Training Programme



- The structure was flexible, personalised, based on individual meetings with mentors
- The options chosen and time spent varied according to individual needs and Covid-19 restrictions
- All participants received 'next steps' guidance prior to ending the course
- 2nd recruitment of 2 mentors and 4 young people



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Learning to be Learning to live together

Learning to do Learning to know



EVALUATION

Data collection

Mentors

- Online questionnaire
- An interview with each mentor via Zoom
- 10 interviews between 20th and 28th of January



Summary of mentors' experiences

Youth

- Individual conversations between mentor and his/her mentee
- Personal evaluation of the process
- 20 conversations between 31st of January and 23rd of March



Summary of mentees' experiences

Stakeholders

- Online questionnaire: 9 participants – social workers - case managers in municipal social departments and parents
- Phone interviews with 7 of them (6 social workers, 1 parent)
- Project team discussion of results



Summary of stakeholders' opinions

EVALUATION

Results and UNESCO learning pillars

Learning to be

All 20 young people received emotional support in their personal development. Received support in physical health related questions – 3; Learned to cook new, healthy recipes – 3; Practiced shopping independently – 1; Performed physical activities together with mentor – 13

Learning to live together

Participated in the Summer school 2020 - 16. Developed social skills including better understanding of social boundaries – 20; Learned to create eye contact – 3; Conflict solving skills, family and romantic relationships discussed – 7; Young people reported feeling more included, accepted and better understood

Learning to do

Voluntary work experience – 6; Preparing for a job interview (creating a CV, how to present oneself in an interview) – 4; Enrolled in employment – 5; Received mentors' support in decision making about future employment, planning, setting priorities - 10

Learning to know

Learning foreign languages (English, Russian, German, Japanese) – 2; Photography courses – 2; Creative technical skills – 1; SIVA – 1; NVA - 2

HOW should mentoring be organized in the future?



- Carefully recruited and tested, **motivated** and informed
- Well prepared professionally, trained about mentoring process, mentor's identity and tasks of social mentor
- Ready to share his/her experience, **social capital**, invest time and energy supporting 1-3 persons for a limited time (6-9 months)
- Successful and highly motivated in his/her field of interest. **Well matched** with the needs and interests of the young person
- Mentoring is not the main occupation, but the salary is appropriate, expenses of meetings are covered!
- Mentors are receiving professional counselling (supervision) all through the mentoring process
- Mentors are responsible for **integration** process, not arrangement of basic social, medical services or routine tasks. Mentor «**opens the doors**»
- Mentors are part of a team, information exchange with case manager is important!



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Sustainability of mentoring

- Mentoring has proven itself as a good and effective tool that meets the integration needs of youth
- Mentoring is a good solution to challenges set by changes in demography and availability of specialists, especially in remote areas
- In future mentors could be recruited and trained at regional or local level
- Mentoring should become a part of social services system
- Defined in legislation at national level





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Resources Created

- Baseline study - [BASELINE STUDY “Exploration of the Existing Situation in Zemgale region and Identification of the Gaps in the Support System for the Integration of Young People with Mental Disabilities into the Labor Market / Society» \(ENG\); PĒTĪJUMS “Esošās situācijas izpēte Zemgales reģionā un atbalsta sistēmas trūkumu identificēšana jauniešu ar garīga rakstura traucējumiem integrācijai darba tirgū/ sabiedrībā” \(LATV\)](#)
- Guidelines – [HANDBOOK Adult non-formal education Program “Mentor Training Program to Support Young People with a History of Mental Disorders” \(including pilotage\) \(ENG\), ROKASGRĀMATA Pieaugušo neformālās izglītības programma “Mentoru apmācības programma jauniešu ar garīgās rakstura traucējumu vēsturi atbalstam un tās izmēģinājums \(pilotēšana\)” \(LATV\)](#)
- E- learning program for mentors (in Latvian) <https://e.metodes.lv/rethink>



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Thank you!

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