

Session 2.1.

Youth Mentoring as a Form of Support for Children and Young People at Risk: Insights from Research and Practice

Session proposed by: Mary Lynch & Bernadine Brady, Big Brother Bog Sister and UNESCO Child & Family Research Centre, Ireland

2. What is your major starting question or hypothesis

Because youth mentoring is generally framed as a preventative intervention, it is often not considered as a viable option by social workers working with young people with higher levels of need. On the one hand, it can be argued that young people with challenging personal lives would benefit from the development of a positive relationship with a non-parental adult but on the other hand, the needs of the young person may be too complex for a volunteer to take on. Drawing on insights from research and practice, this session explores the issues relating to the suitability or appropriateness of youth mentoring as an intervention for young people with higher levels of need.

3. How do you plan the session? Which method will you use? (discussion; film presentation; short paper)

- Video showing participants experiences of the Irish Foróige BBBS Programme (3 minutes)
- Brief presentation of the issue / question / research evidence / relating to levels of need (5 minutes).
- Recommendations from practice based on the Irish Foróige BBBS Programme (5 minutes)

Group discussion in response to the following questions:

- Is mentoring more suited to being a preventative intervention or a protective intervention?
- Are young people with higher levels of need suited to matching with a volunteer?
- What practice considerations need to be taken into account when matching young people with higher levels of need?

4. What is the goal of the session?

The goal of the session is create awareness that mentoring can be a viable supportive intervention for young people with higher levels of need but that good practice guidelines should be followed to maximise outcomes for this target group of young people.

Session 2.2.

Mentoring - International Cooperations and Funding Opportunities: Best Practice & Pitfalls

Session proposed by: Frank Hiddink and Erna van der Werff, Open Education Community and Learning Hub Friesland, Netherlands

They host **two sessions** (2x 45 minutes)

1. Who are we and to which institution do we belong?

The Open Education Community serves the needs of enthusiastic, dedicated teachers, trainers, students and other professionals in education with a community and sharing mind-set and an international orientation. It is a network passionate about advancing Open Education throughout Europe and beyond. The Open Education Community ensures innovative courses and practices do not end up on the shelf, but instead become widely used and get officially accredited and implemented in a sustainable way across Europe and beyond.

Learning Hub Friesland enables, drives and maximizes innovation in education in Friesland, the Netherlands. Learning Hub Friesland introduces pioneering approaches, methodologies and technologies. This includes also strategic planning of professional development for staff in line with individual needs and organisational objectives and increasing staffs capacity and professionalism to work at EU/international level. Educational materials developed by Learning Hub Friesland staff vary from curricula on student initiated company assignments and social entrepreneurial behaviour to 'add on' training programmes on internationalisation in entrepreneurship education.

2. What is our major hypothesis?

Frank and Erna share a history of almost 10 years in internationalisation of education, arranging funding for innovative practices and managing transfer of knowledge and cooperation between international partners. From 2012 onwards, Frank and Erna have facilitated Mentor Programme Friesland to internationalise and to successfully transfer their programme to other schools in Europe. The resulting direct and indirect effects are by now widespread and have led to various follow-up initiatives such as the European Center for Evidence-Based Mentoring and programs such as SESAME on social entrepreneurship (mentoring).

3. How do we plan the session?

Our first 45 minute session will focus on the added value of:

- Sharing & learning;
- Internationalisation and cooperation;
- European funding;

In **the first session** we will highlight best practices and pitfalls regarding:

- international transfer of mentoring programmes;
- applying for funding;

In our **second 45 minute session** we will enable participants to:

- learn about the various funding options for mentoring initiatives in a short introduction;
- experience in a pressure cooker workshop how to hand in a successful funding application;

4. What is the goal of the session?

In our sessions we will adopt a direct style and will actively involve the audience, both during our introductions and presentations and afterwards. We will facilitate group discussions, Q&As and will organise a short pressure cooker work session in the second session to develop a European funding application on the spot!

The second session will be set up in a way people who did not attend the first session can fully take part without any (information gap) problem.

Session 2.3.

Parents and The "Trap of Requirements" -Mentorship For Parents With Children in Vocational Orientation
Session proposed by: Jörg Belden, Consultant for Parental Mentorship, Schulmentoren, Germany

1. Who are we and to which institution do we belong?

The project "Schulmentoren" – funded by the European Social Fund (ESF) and the Free and Hanseatic City of Hamburg – is implemented by two institutions – the Hamburg Ministry for School and Vocational Education (BSB) and the Coordination Center for Continuing Education and Employment (KWB), a Hamburg-based nongovernmental agency specialized on implementation of projects for different target groups. The project aims at development and implementation of mentoring schemes at 33 participating schools and provides inter alia training units for parent-to-parent mentors.

2. What is our major hypothesis?

Parents have a strong inclination to support their adolescent and adult children to find their career path. But the complex system of vocational and academic education and the huge variety of career opportunities leave the parents feel overwhelmed with the challenge to advise their children. That applies especially to migrant parents, who are not familiar with the (in our context) German and Hamburg schooling, educational and academic system. This leads to what we call in German "Anforderungsfalle", "trap of requirements": the parents' task to help their children advance their career path and – concurrently – to be overwhelmed in giving them the right advice. Regardless of how parents fulfill this task, they will influence their children's career choice. The children's career choice is always a reaction to their parents' influence – either as approval or as rejection. This experience proves

that the question is not, if parents play a role in their children's career choice, but what kind of role they play (or can play).

The answer is quite easy: In order to escape from the trap of requirements parents need to find their way of personal involvement. Parents do not have to be their children's career advisors. But they may support them as companions. Parent-to-parent mentors can use their own experience, to raise awareness for the parental role and to show, how parents can be valuable companions for their children.

3. How do we plan the session?

The session is divided in 3 thematical rounds (each lasts approx. 12 minutes), starting with a brief input (3 minutes address with a PwP-presentation), to be discussed afterwards. (Allowed are short statements and brief questions, 9 min.). Every round ends with an automatically given signal. After the third round the participants note down their personal "lessons learned". If there's time left, the participants may read out their notes.

4. What is the goal of the session?

The aim is to show that and how parental mentorship may succeed – even during the difficult time of their children's vocational orientation. A second purpose is mutual networking among those participants that are interested.

Session 2.4.

Relations Matters - Dilemmas in Mentoring Youth in Foster Care

Session proposed by: Nathalie Kalbjørn Jensen, Programme Assistant and Stine Hamburger, Programme Manager, Learn for Life, Denmark

1. Who are we and to which institution do we belong?

In Denmark there are around 1100 children, who are placed in foster care due to problems linked to family dynamics and/ or to the child's development or health. National studies show that many of these children, despite being moved away from a toxic environment, are in a much greater risk at not succeeding in life because the challenges they have faced during their upbringing has had a negative impact on their personal, social and educational development. This calls for an ongoing attention to evaluate methods used when working with this group of at-risk youth.

In 2013 Learn for Life, a six year long learning program with two overall interventions, were initiated. The interventions are Learning Camps and a mentor program. The children in the program are between 8 and 13 years old when they are enrolled. Learn for Life has an overall aim to strengthen foster children's learning and improve their life skills. Today Learn for Life collaborates with 41 Danish municipalities that, through the last four years, have referred nearly four hundred children placed in foster care to the program. Almost as many volunteer mentors has been mobilized.

2. What is our major hypothesis?

Learn for Life's mentor program is inspired by Jean Rhodes theoretical framework and by acknowledged research in the field that highlights the relationship between mentors and at-risk youth as the key component in successful mentoring. Furthermore it is inspired by the model from the book "Stand by me" is a cornerstone in building the right training of the mentors (<https://laerforlivet.dk/wp-content/uploads/2018/01/conceptual-model-of-youth-mentoring.jpg>).

Areas from "Elements Of Effective Practice For Mentoring" are implemented, especially in the screening process with good success. By developing a long-term relationship build upon trust and mutual empathy and by acting as a role model, studies shows that mentors can have a positive impact on the emotional wellbeing, the academic achievement and the social behavior of foster children. Therefore, Lear for Life puts an emphasis on assisting the mentors in the relational aspects of the mentor role. This is done through training, monitoring and ongoing supervision from psychologist and program staff.

3. How do we plan the session?

RELATIONS MATTERS Dilemmas in mentoring youth in foster care

Timetable in minutes

1-3 Introduction Learn for Life

3-10 Dilemmas in mentoring foster children

10-20 Discussion on training of mentors

20-30 Discussion on mentoring mentors during the match

30-40 Discussion on the complexity of the stakeholders around foster children

40-45 Summary/wrap up

4. What is the goal of the session?

Despite this the mentor program is faced by recurring dilemmas:

- How do we train the mentors, with the aim of maintaining the match for at least 18 months and ideally the six years the child is in the program, to navigate in a complex sphere of different stakeholders around the foster child?
- How do we train mentors to be able to build a long-term relation with the foster child, when the child is not, in all cases, enrolled in the program voluntarily?
- How do we monitor the mentors, so the relations do not end and still respect the fact that they are doing it as volunteers?

Session 2.5.

Impact Measurement of Mentoring Programmes

Session proposed by: Clara Péron, Value for Good, Germany

1. Who are you and to which institution do you belong?

I, Clara Péron, am the founder and managing director of Value for Good, a specialised consultancy in the field of sustainability and social impact. We work with clients across sectors to enable companies, public and international organisations and foundations to create, increase and measure their social impact.

2. What is your major starting question or hypothesis

Measuring the impact of mentoring programs enables organisations to increase their impact by identifying ways to further improve their programs. Furthermore, impact measurement enables a robust communication of results to key stakeholders, which can in turn increase funding.

3. How do you plan the session? Which method will you use? (discussion; film presentation; short paper)

The session will start with an overview of how to develop and implement an impact measurement strategy. Thereafter, useful frameworks for setting up cost-effective impact monitoring and evaluation systems will be provided. Actual case studies from mentoring programs will show concrete examples of best practices and lessons learned that can be applied by the participating organisations. The session will be facilitated using a visual presentation and offering the space for discussion.

4. What is the goal of the session?

The goal of the session is to give practitioners practical examples of tools they can test and implement in their own organisations to ultimately increase the impact of their work.

Session 2.6.

Using Technology for Mentor's Assessment and Mentor's Support

Session proposed by: Joke Aerts, Spanish Social Mentoring Network, Spain

1. Who are you and to which institution do you belong?

My name is Joke Aerts and I am a staff member of Spanish Social Mentoring Network. I am responsible of coordinating the Mentoring Project for Refugees in Catalonia.

2. What is your major starting question or hypothesis

Can technology be useful to monitor Mentoring matches and measure big data at the same time?

3. How do you plan the session? Which method will you use? (discussion; film presentation; short paper)

- a) Short presentation about Messagenes and our social mentoring frame (the app model that we are using to monitor relationships and extract big data)
- b) Questions about the presentation
- c) Debate: Do you have similar experiences or see possibilities for the use of this technology in your organizations/ projects?
- d) Share proposals and best practise

4. What is the goal of the session?

To promote strategic alliances between the technology field and social field to work collaboratively to achieve social changes.

Session 2.7.

About the Establishment of a European Research Network on Youth Mentoring

Session proposed by: Dirk Postma & Óscar Prieto-Flores, NHL & Stendon Hogeschool, Netherlands

2. What is your major starting question or hypothesis

The aim of this proposal is to begin to establish research partnership collaborations between scholars (university researchers) and practitioners. Only working in a systematic manner, we can build an online network that could have onsite meetings during the European summits organized by the European Center for Evidence-Based Mentoring. The idea is to establish agreements on the ways of joint collaboration that could permit us to generate a relevant network of organizations and be ready for future collaboration under large European research funding schemes such as H2020, RISE networks as well as other types of funding on the medium term.

This network could benefit from the previous work of scholars who have collaborated with other research networks at European level such as the Global Youth Mentoring Network (GYMN) or the International Migration, Integration and Social Cohesion Network (IMISCOE) as well as other community-based and school-based enriching experiences.

3. How do you plan the session? Which method will you use? (discussion; film presentation; short paper)

In this regard, the organization of the session will be the following:

1. Brief presentation of the attendees.
2. Brief presentation of the main EU research funding possibilities that could be connected to youth mentoring scholars and practitioners' interest.
3. Establishing a dialogue and agreements on the ways we can be organized as a Research Network.
4. Brainstorming on how to do lobby at European institutions for the recognition of mentoring in the research agenda.

4. What is the goal of the session?

In the sake of research possibilities at the European level we need to create a sustained network of collaboration. The goal of the session is to start a research network, to agree on the ways we can collaborate together from the Berlin summit on and possible common targets for research funding.

Session 2.8.

Is Financial Sustainability for Mentoring Projects Possible?

Session proposed by: Elmira Kakabayeva, Mentori Educational Centre, Russia

Abstract will be posted soon