

**Guidelines and scenario for implementation mentoring and e-mentoring systems supporting international cooperation initiation and developing in the 3rd sector adult learning organisations.**

by Lorenza Lupini and Luca Bordoni



**Erasmus+**

**1<sup>st</sup> TIP**

First-time international project realisers support network



Erasmus+

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# Preface

This “Guidelines and scenario for implementation mentoring and e-mentoring systems supporting international cooperation initiation and developing in the 3rd sector adult learning organisations” (Mentoring Report) is the final report of the fourth output in the work programme of First-time international project realisers support network project.

The general aim of this report is to deliver ready-to-use mentoring programmes, both for the adult education organisations managers and first-time international project managers.

The guidelines and mentoring scenarios will be available in English, which enhances transferability potential. The scenarios and the guidelines will be also available in 5 national languages.

This tool is devoted and useful for the whole education 3rd sector in the EU and it will be publicly available at the Support Portal <https://first-network.eu/en/>.

# 1. Introduction to the Methodology

By Lorenza Lupini, COOSS

The core of the Intellectual Output 4 (IO4) of the “First-time international project realisers support network” project (1<sup>st</sup> TIP-PM project) is to develop a mentoring and e-mentoring system for the first-time international project realisers; this Mentoring Report is the main outcome of IO4 and presents guidelines and scenarios to support the development of a (e-)mentoring service within CSOs. The guidelines are the result of the collection and analysis of the implementation of 10 mentoring programmes in 5 different project countries.

The IO4 started in September 2019 and was coordinated by COOSS, with the participation of all partners. At every stage of the IO4 COOSS proposed the methodology and operational templates and partners were giving their feedback. After the development of the mentoring system (scope and contents, timeline, methodology of recruitment, working documents, etc.) each partner tested the delivery system in 2 different scenarios and collected feedback for the definition of final guidelines.

The work has been organized as follow:

1. September-November 2019: COOSS proposed the scope and content of the mentoring and e-mentoring services, directed both to the adult education organisations managers/management bodies members and first-time international project managers; each partner proposed its own national offer.

→ OUTCOME: definition of the **Mentoring Offer**

2. December 2019 - April 2020: recruitment, needs analysis and test of the mentoring programme with at least 2 adult education organisations planning to realise international cooperation, in each partner country. Definition of the general template to collect results and ANNEXES:

- *ANNEX 1 - List of signatures*
- *ANNEX 2 - Feedback of mentees*
- *ANNEX 3 - Feedback of mentors*

→ OUTCOME: definition and collection of the **Mentoring Scenarios**

3. April-May 2020: evaluation of the mentoring and definition of guidelines and scenarios.

→ OUTCOME: provision of the **Conclusion and Recommendations**

4. June 2020: delivery of a ready-to-use mentoring programme, both for the adult education organisations managers and first-time international project managers.

→ OUTCOME: ***“Guidelines and scenario for implementation mentoring and e-mentoring systems supporting international cooperation initiation and developing in the 3rd sector adult learning organisations” (Mentoring Report)***

Finally, to present the (e-)mentoring idea and encourage the use of present “Guidelines and scenario for implementation mentoring and e-mentoring systems supporting international cooperation initiation and developing in the 3rd sector adult learning organisations” we’re expecting also to realize **2 knowledge pills** (min).

## 2. What is mentoring? How to build a training mentoring system?

By Lorenza Lupini, COOSS

### 2.1 Definition

*“A recent analysis of changing patterns of working, learning and career development across Europe confirms that **informal learning is a central component of skill development at work** (European Commission, 2010f). The study lays emphasis on the breadth and diversity of learning at the workplace, through **engagement with challenging tasks, involvement in activities that imply decision making, problem solving and exercise of judgement, as well as peer learning – such as team working and communities of practice – supporting the learning of others and job changes**. The analysis concedes that learning acquired while working, through informal processes, need to be combined with more structured, systematic and formal learning pathways to enable employees make a significant leap in terms of knowledge, proficiency and performance in a particular field (European Commission, 2010, p. 61-64).”* Source: “Learning while working” CEDEFOP (2011).

Based on this quotation, we can try to give a definition of mentoring:

- a. Mentoring is a **work-based training intervention** where mentor and mentee work one-on-one to contribute to the knowledge enhancement of the mentee, **to improve his/her professional skills but also attitudes and behaviour** (mentor may provide also emotional and social help).
- b. Mentoring can be face-to-face but may happen also over other communication channels (i.e. e-mentoring). In any case it is **based on trust**.
- c. Mentoring can be **both a formal** (structure mentoring programme and roles) and **informal process** (an arrangement between two persons in a company).
- d. Mentoring **differs from coaching** in the following characteristics:
  - mentoring is a longer term relationship
  - mentoring has a wider focus, coaching focuses usually on specific issues
  - mentoring can include focus on personal and career development, while coaching is focused mainly on performance.



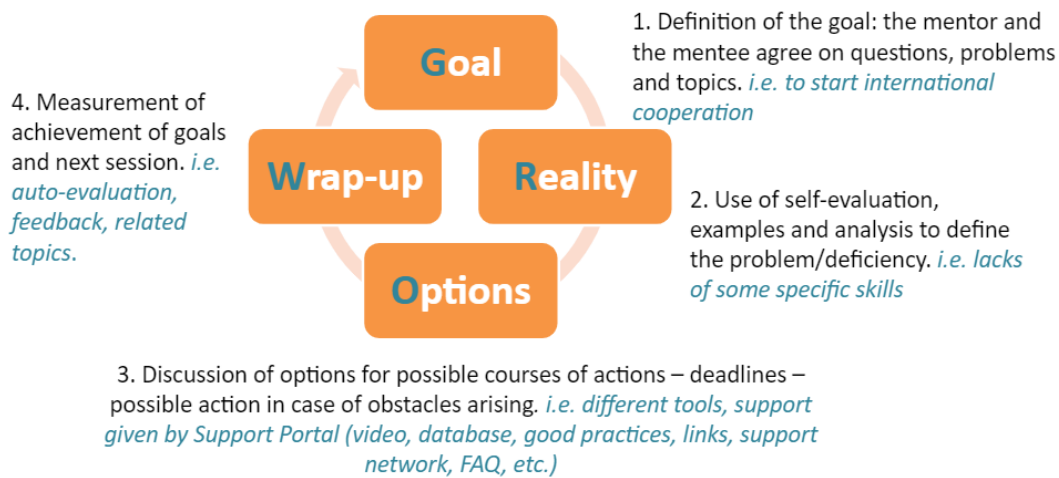
## 2.2 Preparing a mentoring process – some observations

During the Ancona meeting in September 2019, the consortium discussed how to design and implement a well-structured (e-)mentoring process.

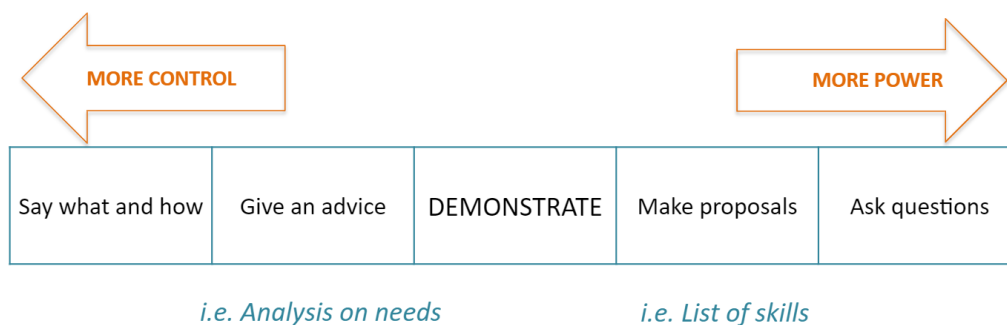
COOSS provided some input and all partners contributed to the definition of the final structure.

Some fundamental observations:

**1-** The mentoring activity usually consists of **different and consequential sessions**. These sessions are planned according to the **GROW cycle**:



**2-** Balanced approach: **asking questions** or **giving solutions?**



**To give solutions, proposals.**

**To give examples.**

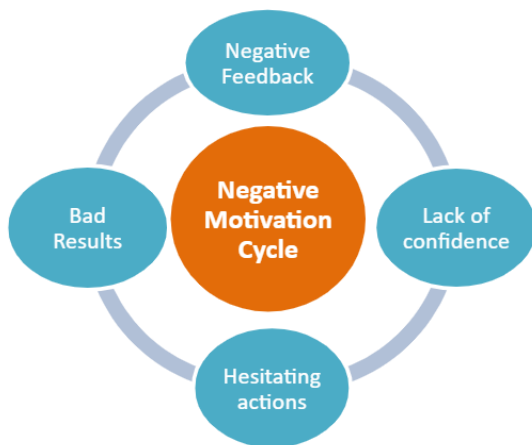
**To stimulate.**

**3-** To have in mind the importance of **constructive feedback**:

In (e-)mentoring it is fundamental to build trust between the mentor and the mentee. Trust allows receiving constructive feedback.

Some basic guidelines for giving effective and constructive feedback:

- To discuss at the beginning of the mentoring process that honest and constructive feedback is essential to the success of the process,
- To try to start with the positive feedback first,
- To explain about facts or observations of behaviour, not about emotions and personalities,
- To support the mentee to find the right steps to improve; give a path for solving the situation,
- To try to be balanced,
- To ask questions to see how the mentee gets the situation and if he/she understands what is to be improved and how to do it.



## 3. Presentation of implemented mentoring scenarios

By Lorenza Lupini, COOSS

After the definition of “mentoring” and its fundamental characteristic, the consortium, lead by COOSS, agreed about the main sessions of the 1st TIP-PM mentoring process.

According to the available budget of hours and main steps of the process, each partner created its own “mentoring offer” for the mentees.

Each offer defined:

- the mentoring agreement: with the definition of obligation both of the mentor and the mentee,
- the recruitment criteria,
- the material/proofs to be provided at the end of the (e-)mentoring.

COOSS provided also a general template to collect country information for each mentee and ANNEXES 1, 2, and 3 to collect signatures, feedback of mentees and mentors.

In the period between December 2019 and April 2020, the consortium implemented 10 different mentoring sessions here described as a panel of 10 scenarios to be used as examples and guidelines.

### 3.1 Polish Report on Mentoring

By Agnieszka Dadak, FAIE

#### I. The mentoring offer - Country: PL

##### 1. Agreement with the mentee / offer:

###### *What is offered to the mentee?*

###### Preparation of the mentoring (3 h)

Short description of the offer

Query to clarify the mentee’s project ideas, motivation and competence needs

###### Mentoring process (16 h)

Peer-to-peer dialogue to assess competence needs and clarify aims and means for improvements during the start of the mentoring process;

Peer-to-peer dialogue, support, counselling to implement the agreed mentoring plan included in the cooperation agreement.

It would be recommended to the mentees (and earlier probably an element of the invitation to mentoring) to start with/focus on preparing an 'European Development Plan' for the CSO the mentee works for (management bodies members)/ 'European competence development plan' (international project managers-to-be), based on the requirements of the Erasmus+ KA1 application (European mobilities of the adult education staff).

#### Follow-up (3 h)

Follow-up sessions including wrap-up and joint evaluation of the process

#### ***What can be expected by the mentee?***

##### During the preparation phase

Fill-in the query to present project ideas and motivation for being mentee and to describe own needs for competence development

Clarify and make a mutual agreement (signed document)

##### During the mentoring process

Open for peer-to-peer advices about aims and means for competence upgrading

Open for dialogue about elaboration of a possible project concept

##### Follow-up

Take part in wrap-up to conclude the process

Take part in joint evaluation with recommendations

## **2. Recruitment**

### **WHO**

- Direct invitations to the participants of online survey and interviews + probably, open recruitment.

### **HOW**

- By an email invitation + open invitations in the sector-related media (EPALE, ngo.pl).

## **3. Minimum recruitment criteria**

- Working/being active in the CSO sector;
- Working/ being active in the adult education sector;
- Being an unexperienced international project manager / unexperienced management body member;
- Being interested in international cooperation projects expressed in the motivation assessment.

## **4. Proof/Material**

- Initial needs assessment
- Signed participant list (ANNEX1)
- Final assessment with recommendations (ANNEX 2-3)

## II. The scenarios

### a) Mentoring n. 1 - Country: PL

<b>Mentoring N.</b>	1	Target group	Manager <input type="checkbox"/>	Project Manager X
<b>Period of realization</b>	17 of September 2019 – 29 of February 2020			
<b>Total of hours</b>	Direct support and cooperation: 22 hours			
<b>Annexes (number and list)</b>	Annex 1a – Application Form template Annex 1b – Mentoring cooperation – Needs Assessment Form template Annex 2a – Cooperation Agreement template Annex 2b – Mentoring Cooperation Card template Annex 2c – Mentoring Cooperation Card Mentee 1 – filled in (scan; in Polish) Annex 3a – Mentoring Cooperation Evaluation Form – the Mentee 1 and the Mentor – template Annex 3b – Mentoring Cooperation Evaluation Form – the Mentee 1 and the Mentor – evaluation conclusions			
<b>Organization</b>	Caritas Diecezji Bielsko-Żywieckiej, Klub Seniora „Pod Magnolią” (The Bielsko-Żywiecka Caritas Diocese, the Seniors’ Club „Pod Magnolią”)			

#### 1. Recruitment

**WHO** (name of the organization – number of people coming from the organization):

The main person participating in the mentoring process was the Animator and Coordinator of the “Pod Magnolią” Seniors’ Club, interested in preparing to the role of international project manager.

At one stage - formal registration of the organization (The Bielsko-Żywiecka Caritas Diocese) in the EU Login system also one of the Board members, the Director and the lawyer were involved.

The Director of the organization gave a “green light” for the idea, was consulted, but did not participated in the mentoring process.

**HOW** (how the mentee/s is/are recruited)

The Mentee contacted FAIE with her ideas for international cooperation at the end of 2018, longbefore the mentoring process within 1stTIPPM began. Since the plans of the Animator were in line with the purpose of the mentoring, she was personally invited to participate in the process.

#### Minimum recruitment criteria

- Working/being active in the CSO sector (short description of the organization):

The Bielsko-Żywiecka Caritas Diocese is a charity organisation, active in the districts of Bielsko-Biała and Żywiec, South of Poland. This is a non-profit organisation, currently employing 10 persons.

The “Pod Magnolią” Seniors’ Club operates since April 2017, aiming at including the seniors in lifelong learning. The activities include, among others, handicrafts workshops (decoupage,

quilting, sewing, furniture renovation...) and language classes (English, Italian). There are around 50 adult learners participating in the activities on regular basis.

The organisation also runs a second Seniors' Club in some other quarter of the Bielsko-Biała city, where around 30 persons are participating in the activities.

The listeners of the Clubs participated in some meetings with the seniors from Slovakia and Czech Republic the last 2 years that were organised and supported by the local government, concluded with some handicrafts presentations. The organisation has neither applied for nor realised international projects before.

<http://caritas.bielsko.pl/>

- Working/ being active in the adult education sector (*short specification of sector*):

Lifelong learning, participants 60+, their educators, coordinators, animators. The project designed during the mentoring process was dedicated to the educators, animators and learners of the "Pod Magnolią" Seniors' Club.

- Meeting the criteria of "unexperienced international project manager"/ "unexperienced management body member":

Yes and yes. The organisation has neither applied for nor realised international projects before. The Mentee has never designed/applied for/participated in international cooperation.

- Motivation in submitting a proposal (*one-line explanation*):

The project idea was to cooperate internationally and organize educational mobilities in order to develop the skills of the educators and learners in two main fields: language learning/teaching and creative workshops, handicrafts teaching/running. The other aim was to integrate the seniors, being open and experiencing intercultural education.

In the application form, the future mentee was asked to describe the project idea, the motivation and expectations both of the mentee and the organization she represented.

Asked about the motivation to realise international projects, from the point of view of the mentee and the organization, the mentee answered: *"I get inspired by the willingness to meet new people, learning from them as well sharing my skills, as well as travelling. The possibility to develop skills, that I could later use running my workshops in the Seniors' Clubs run by the organization I work for."*

Asked why she would like to take part in the mentoring process, the mentee answered: *"There is a group of persons interested in taking part in an international project. I have no experience in this area. Therefore, I need a mentoring organization that is experienced in this field. With its professional support I would be able to develop my ideas and turn an idea into action".*

Asked about her expectations towards the mentoring cooperation, the mentee answered: *"I would like to receive support at building the project team as well as at finding international partners. I would like to gain knowledge for designing and realizing the project."*

## **2. List of Proof/Material (please provide proofs of these three point)**

- Initial need assessment

The need assessment was based on:

1) Describing the project idea and the motivation to participate in the mentoring process in the application form (Application Form template). These issues were further explored and discussed during the first mentoring meeting.

2) Filling in needs assessment form, based on the Competence Triangle developed by the Partnership (Mentoring cooperation – Needs Assessment Form template). The form included also some questions from the survey developed, concerning challenges related to international cooperation.

- Signed participant list

There was a cooperation agreement signed with the mentee (Cooperation Agreement template).

The course of the cooperation was registered in a form of a mentoring cooperation card, specifying the dates/forms of the meetings, the aim/subject of the mentoring session + decisions and name of the Mentor. The cooperation cards were undersigned at the end of the mentoring cooperation (Mentoring Cooperation Card template and Mentoring Cooperation Card, mentee 1 – filled in, scan; in Polish).

- Final assessment with recommendations

At the end of the cooperation, evaluation form was filled in both by the mentee and the mentor. The evaluation form referred to: the aims of the mentoring cooperation, expectations towards the mentoring cooperation, the needs identified in the needs analysis process. The parties were also asked to evaluate the time/form of the cooperation and to give recommendations for future mentoring processes. The evaluation forms were personalized, for each participating person/organization, since they referred to certain aims, expectations and needs concerning the mentoring. Therefore, there are two templates of the evaluation forms presented – for mentee 1 and mentee 2 (Mentoring Cooperation Evaluation Form – the Mentee 1 and the Mentor – template).

Summary of the evaluation is described in Annex 3b – Mentoring Cooperation Evaluation Form – the mentee 1 and the mentor - including evaluation conclusions.

### **3. Mentoring process**

- Peer-to-peer dialogue to assess competence needs and clarify aims and means for improvements during the start of the mentoring process (Need assessment and agreement - 2 hours)

The first phase of cooperation was realised in the period 17-09-2020 – 29-11-2019.

Number of hours: 4

Methodology: Face-to-face meetings.

#### **Topics:**

Meeting 1. Preliminary presentation of the options. Discussing the assumptions of the mentoring cooperation; discussing the possible plan of cooperation.

Providing the mentee with the Needs Assessment form (based on the Competence Triangle).

Task for the mentee: To fill in the Needs assessment form.

#### Meeting 2:

Discussing the development needs identified in the Needs Analysis form.

Discussing the possibilities to satisfy the needs identified. Invitation to the pilot course planned for the first-time international project managers.

Meeting 3: Final defining of the aim of the mentoring cooperation. Signing the cooperation agreement.

- Peer-to-peer dialogue to elaborate the proposed project idea and support design of application during the main part of the process (face-to-face meetings - 10 hours)

The second phase of the cooperation was realised in the period 17-09-2019 – 10.02.2020 (partly – parallel to the phase 1).

Number of hours: 14

Methodology: Face-to-face meetings, phone-consultations, e-mail consultations.

### **Topics:**

Meeting 1. Getting acquainted about the character of the organisation, educational needs, ideas for international cooperation. Preliminary presentation of the options.

Task for the mentee: to propose the aims of the educational mobilities for the seniors.

Meeting 2: Discussing the possibilities of realising projects within E+ KA1 and KA2. Discussing the possible areas of competences upgrade: language skills, creative skills.

Task for the mentee: To preliminary name the specific persons who could benefit from participation in the project of educational mobilities; their educational needs, development needs of the organisation.

Meeting 3: Decision to prepare the E+ KA1 application. It was agreed that a consortium type of project will be submitted, with FAIE as the consortium leader and the Caritas as the member of the consortium (the third consortium member was a Third Age University invited by FAIE). Defining the project partners (in the end the receiving Partners were invited by FAIE). Defining the task plan.

E-mail consultation: The proposed aims of the project dedicated to seniors. Analysis, remarks; preparation to the meeting.

Phone- and e-mail consultation: Preparation to registering of the organisation in the EU Login system. Providing the mentee with necessary information.

Task for the mentee: Preparing all the data and documents necessary for registration.

Meeting 4 with the mentee and the Board member of the organisation. Providing necessary information/clarifications for the Board member, questions and answers. Proceeding with registration of the organisation in EU login system.

E-mail consultation: Describing the educational needs of the mobility participants. European Development Plan for the organisation.

Task for the mentee: Developing the European Development Plan.

Phone and e-mail support at developing the remaining elements of the application: Timetable, preparation of the mobility participants, dissemination plan, expected impact and benefits for the organisation.

Phone and e-mail consultation with the legal advisor of the organisation: signing the Mandate.

### **The training, 7-8.02.2020 (2 days)**

The mentee (as well as the Board member involved earlier and one more worker of the organisation) participated in the pilot course for first-time international project managers delivered by FAIE in Kraków ("How to plan, develop and realise international project" February, 7th-8th 2020); met the third consortium member representatives (the Third Age University).

Submitting the application – Erasmus+ KA1, consortium, in the field of the 3rd age educators' competences upgrading.



**The evaluation part of the cooperation was realised in the period 10-02-2020 - 13-03-2020. (3 hours)**

Number of hours: 3 (direct evaluation work)

Methodology: Personalised evaluation questionnaire, filled in by both the mentor and the mentee + face-to-face summary meeting.

Both the mentor and the mentee received the evaluation questionnaire. The questionnaire was filled in individually. Later on, during the meeting 5 the mentor and the mentee reviewed and discussed their evaluations. The recommendations for the further mentoring processes were developed.

The evaluation conclusions are included in the Annex 3a– Mentoring Cooperation Evaluation Form – the mentee 1 and the mentor.

- Provision of technical or consulting support at home: i.e. by phone, via Skype, email, etc. (Remote support - 6 hours)

**Remote support was offered in the period 18-11-2019 by 10-02-2020.**

It included phone-support and e-mail consultations. Since the participating organisation is operating in the same city that FAIE (Bielsko-Biała), it was easy to meet in person when needed. The most important issues were discussed during the face-to-face meetings. Interim support was delivered via the communication tools.

**b) Mentoring n. 2 - Country: PL**

Mentoring N.	2	Target group	Manager X	Project Manager X
Period of realization	5th of December 2019 – 19th of March 2020			
Total of hours	Direct support and cooperation: 25			
Annexes (number and list)	<i>Annex 1a – Application Form template</i> <i>Annex 1b – Mentoring cooperation – Needs Assessment Form template</i> <i>Annex 2a – Cooperation Agreement template</i> <i>Annex 2b – Mentoring Cooperation Card template</i> <i>Annex 2d – Mentoring Cooperation Card Mentee 2 – filled in (scan; in Polish)</i> <i>Annex 3b – Mentoring Cooperation Evaluation Form – the Mentee 2 and the Mentor – template</i> <i>Annex 3d – Mentoring Cooperation Evaluation Form – the Mentee 2 and the Mentor – evaluation conclusions</i>			

**1. Recruitment**

**WHO** (name of the organization – number of people coming from the organization):

The mentee was recruited in an open recruitment. The mentee was both a president and a project manager of the Fundacja “W rozwoju” (“In development” Foundation) from Opole (South-East Poland).

There was a plan to involve one more person, still in the end there was just one person participating in the mentoring process.

The mentee has just started a new job, outside of the Foundation, that turned out to be a complication for full participation in the mentoring process.

**HOW** (*how the mentee/s is/are recruited*)

An open invitation to the mentoring cooperation was published November 25th 2019 on the FIRST Network Portal as well as on the FAIEs webpage, FAIEs' FB profile and the ngo.pl portal (dedicated to the third sector). There were 2 applications received. One of the organisations – the “In development” Foundation - fulfilling the recruitment criteria – was invited to cooperation.

**Minimum recruitment criteria**

- Working/being active in the CSO sector (*short description of the organization*):

The “In development” Foundation is located in a medium town - Opole (South-East Poland). The Foundation works for 10 years now in the field of education and culture in order to foster civic education and building communities in which people know each other, trust each other and can count on each other. Has realized numerous local and regional projects. The team of the Foundation counts 9 persons.

<https://fundacjawrozwoju.org/>

- Working/ being active in the adult education sector (*short specification of sector*):

The organization involves both the youth, the adults and the seniors in its activities.

- Meeting the criteria of “unexperienced international project manager”/ “unexperienced management body member”: *yes / no*

Yes. The organization has never been involved in an international project. The mentee applied once for international cooperation co-financing (the RITA Programme), but the project was not financed.

- Motivation in submitting a proposal (*one-line explanation*):

The initial project idea was to cooperate internationally in the field of adult education – organising study visits, upgrading the vocational skills, learning how the education systems in other countries function.

In the application form, the future mentee was asked to describe the project idea, the motivation and expectations both of the mentee and the organization she represents.

Asked about the motivation to realise international projects, from the point of view of the mentee and the organization, the mentee answered: *“I want to learn about other ways of functioning of adult education, learn about tools and ways of professional activation. I want to do useful and innovative things in Poland”.*

Asked why she would like to take part in the mentoring process, the mentee answered: *“Because once I tried to raise funds for a foreign project (RITA, Polish-Ukrainian project) and I failed. Without feedback (and without an assessment card), I don't know what I could have done otherwise to have the application co-financed. I am “self-taught” person, I learn to write and coordinate projects myself, and I came to the moment when I need mentoring and “guiding” :)”.*

Asked about her expectations towards the mentoring cooperation, the mentee answered: *“The aim is to write a great application and to keep the fingers crossed for it got co-financing.”*

## 2. List of Proof/Material *(please provide proofs of these three point)*

- Initial need assessment

The need assessment was based on:

1) Describing the project idea and the motivation to participate in the mentoring process in the application form (Application Form template). These issues were further explored and discussed during the first mentoring meeting.

2) Filling in needs assessment form, based on the Competence Triangle developed by the Partnership (Mentoring cooperation – Needs Assessment Form template). The form included also some questions from the survey developed, concerning challenges related to international cooperation.

- Signed participant list

There was a cooperation agreement signed with the mentee (Cooperation Agreement template). The course of the cooperation was registered in a form of a mentoring cooperation card, specifying the dates/forms of the meetings, the aim/subject of the mentoring session, decisions and name of the Mentor. The cooperation cards were undersigned at the end of the mentoring cooperation (Mentoring Cooperation Card template and Mentoring Cooperation Card, mentee 2 – filled in, scan; in Polish).

- Final assessment with recommendations

At the end of the cooperation, evaluation form was filled in both by the mentee and the mmentor. The evaluation form referred to: the aims of the mentoring cooperation, expectations towards the mentoring cooperation, the needs identified in the needs analysis process. The parties were also asked to evaluate the time/form of the cooperation and to give recommendations for future mentoring processes. The evaluation forms were personalized, for each participating person/organization, since they referred to certain aims, expectations and needs concerning the mentoring. Therefore, there are two templates of the evaluation forms presented – for Mentee 1 and mentee 2 (Mentoring Cooperation Evaluation Form – the mentee 2 and the mentor – template).

Summary of the evaluation is described in Mentoring Cooperation Evaluation Form – the Mentee 2 and the mentor - including evaluation conclusions.

## 3. Mentoring process

- Peer-to-peer dialogue to assess competence needs and clarify aims and means for improvements during the start of the mentoring process (Need assessment and agreement - 2 hours)

**The first phase of cooperation was realised in the period 05-12-2019 – 07-02-2020.**

Number of hours: 3,5

Methodology: Phone consultations, WhatsApp consultation, E-mail consultations.

### **Topics:**

Phone consultation. Learning about the organisation, the motivation of the mentee, ideas for international cooperation. Mutual agreement to cooperate. Providing the mentee with the needs assessment form.

Task for the mentee: To fill in the needs assessment form.

Phone consultation: Discussing the ideas for international cooperation. Discussing the possible aims of the mentoring cooperation. Defining the criteria and frames for the mentoring cooperation.

Discussing the development needs identified in the needs analysis form.

E-mail consultation: Resigning from the mentoring/changes in the work plan and the scope of work to be done due to time limitations connected with the mentee's work outside of the organisation.

Decision: The mentee will make the final decision if to continue the mentoring cooperation by February 6th.

Phone consultation: The mentees decision to continue the mentoring cooperation; limited scope – developing just an elaborated project concept, without submitting the proposal. Deciding on the aim of the mentoring cooperation. Signing the cooperation agreement.

- Peer-to-peer dialogue to elaborate the proposed project idea and support design of application during the main part of the process (face-to-face meetings - 10 hours)

**The second phase of the cooperation was realised in the period 16-12-2019 – 18-03-2020 (partly – parallel to the phase 1).**

Number of hours: 18,5

Methodology: Phone consultations, WhatsApp consultation, E-mail consultations.

#### **Topics:**

E-mail consultation: Defining the work plan; arranging the WhatsApp meeting.

Phone consultation: Discussing the ideas for international cooperation.

Decisions: The Mentor sends a template for a project concept + set of links to Erasmus+ adult education information.

The cooperation agreement will be signed after the project to be realised would be concretized.

The Mentee will invite a colleague to cooperation.

E-mail consultation: Developing the initial project concept.

Invitation to the training course for 1st-time international projects realisers to Kraków (declined – no possibility to get permission from the employer).

WhatsApp consultation, e-mail consultations: Preparation to the meeting – the meeting – developing guidelines – summary of the arrangements: discussing the areas of the project (well-being of the young adults); discussing the possible sources of co-financing and how to meet the requirements of the co-financing bodies/programmes.

- Verification and re-defining the aims of the mentoring cooperation;

- Deciding on the next steps of the cooperation.

#### Decisions:

>> The mentor prepares and sends: links to the grant-programme, a template of an application, some more templates of the project concept, links to the partner search tools.

>> The mentee develops, by Feb. 23, the final concept of the project; registers in the partner bases; searches for/chooses the potential project partners.

E-mail consultation: Analysis of the project concept developed by the mentee; preparing comments and remarks; sending to the mentee.

- Follow-up sessions of the process (wrap-up and joint evaluation - 4 hours)

**The evaluation part of the cooperation was realised in the period 12-03-2020 - 19-03-2020.**

Number of hours: 3 (direct evaluation work)

Methodology: Personalised evaluation questionnaire, filled in by both the mentor and the mentee + telephone summary meeting.

Both the Mentor and the Mentee received the **evaluation questionnaire**. The questionnaire was filled in individually. Later on, during the meeting 5 the mentor and the mentee reviewed and discussed their evaluations. The recommendations for the further mentoring processes were developed.

The evaluation conclusions are included in the Mentoring Cooperation Evaluation Form – the Mentee 2 and the Mentor.

Provision of technical or consulting support at home: i.e. by phone, via Skype, email, etc. (Remote support - 6 hours).

Whole the support delivered, as described above, was the remote support. It was delivered by means of: phone consultations, e-mail consultation, WhatsApp consultation.

## 3.2 Italian Report on Mentoring

By Lorenza Lupini and Luca Bordoni, COOSS

### I. The mentoring offer - Country: IT

#### 1. Agreement with the mentee / offer:

##### Need assessment and agreement - 2 hours

Peer-to-peer dialogue to assess competence needs and clarify aims and means for improvements during the start of the mentoring process

##### Face-to-face meetings - 10 hours

Peer-to-peer dialogue to elaborate the proposed project idea and support design of application during the main part of the process

##### Wrap-up and joint evaluation - 4 hours

Follow-up sessions of the process

##### Remote support - 6 hours

Provision of technical or consulting support at home: i.e. by phone, via Skype, email, etc.

#### 2. Recruitment

##### WHO

- People selected during the National Training Course
- Contact of people participated to Online Survey and Interview
- Other contact

##### HOW

- During the National Training Course
- By an email invitation and a follow-up telephone call to a suitable mentee to make an initial agreement to start the process

#### 3. Minimum recruitment criteria

- Working/being active in the CSO sector;
- Working/ being active in the adult education sector;
- Meeting the criteria of “unexperienced international project manager”/ “unexperienced management body member”
- Motivation in submitting a proposal

#### 4. Proof/Material

- Initial need assessment
- Signed participant list (ANNEX 1)
- Final assessment with recommendations (ANNEX 2-3)

## II. The scenarios

### a) Mentoring n.1 - Country: IT

Mentoring N.	1	Target group	Manager <input type="checkbox"/> Manager X	Project
Period of realization	January-March 2020			
Total of hours	24			
Annexes (number and list)	5 annexes - Need assessment of the training course - Results of Interview - Annex 1 - Annex 2 - Annex 3			

#### 1. Recruitment

##### WHO:

The mentee is a woman coming from the association Terza Via ONLUS

##### HOW

She has been recruited during the National Training Course that she attended as a trainee

##### Minimum recruitment criteria: all criteria respected

- Working/being active in the CSO sector: not for profit organization active in the woman protection sector
- Working/ being active in the adult education sector: not-formal courses to the women (and discriminated people in general, i.e. migrants, etc.) empowerment and integration
- Meeting the criteria of “unexperienced international project manager”/ “unexperienced management body member”: the mentee already experienced the project management but in an extra-European area (Argentina)
- Motivation in submitting a proposal: high motivation according to the recruitment interview and also during the training course (curiosity, ideas, specific competences, organization mission, etc.)

#### 2. Mentoring process

- Peer-to-peer dialogue to assess competence needs and clarify aims and means for improvements during the start of the mentoring process

##### 21/01/2020 – 09.00-11.00 (2 hrs)

- Need assessment according to the results of Italian Training and specific call
- The mentee has described some general ideas and specific skills she gained thanks to previous experience in project management in Argentina: according to this back ground and strengthen of one of the proposals, mentors and mentee are defining for the submission of a project in KA2 – Strategic Partnership (deadline March 2020)

- Definition of the agreement with the mentee (and her organisation) and mentors for the mentoring process (timing, methodology, availability, objective, etc.)

- Peer-to-peer dialogue to elaborate the proposed project idea and support design of application during the main part of the process

#### **04/02/2020 - 09.00-11.00 (2 hrs)**

- Definition of the overall idea: main objective; which kind of partnership composition; definition of outputs; start thinking about the specific actions and involvement/contribution of partners in each task  
 - Preparation of a “draft project idea” to be shared for the recruitment of partners  
 - Definition of next steps

- Follow-up sessions of the process (wrap-up and joint evaluation)

#### **January 2020 (1 hrs)**

- Some mails and calls with the definition of first step  
 - Support in receiving the OID

#### **04/02/2020 (0.5 hrs)**

- Support in partners’ search (share of contacts)  
 - Example: how to ask for partner information? (template)

#### **March 2020 (3.5 hrs)**

- evaluation, feedback

### **b) Mentoring n.2 - Country: IT**

Mentoring N.	1	Manager X
Period of realization	February-April 2020	
Total of hours	24	
Annexes (number and list)	5 annexes - Need assessment of the training course - Results of Interview - Annex 1 - Annex 2 - Annex 3	

#### **1. Recruitment**

##### **WHO:**

The mentee is a woman coming from the association ATGTP



## HOW

She has been recruited during the National Training Course that she attended as a trainee

### **Minimum recruitment criteria: all criteria respected (2hrs – December 2019 and January 2020)**

- Working/being active in the CSO sector: not for profit organization active in the cultural sector (theatre)
- Working/ being active in the adult education sector: theatre and social theatre courses
- Meeting the criteria of “unexperienced international project manager” / “unexperienced management body member”: the mentee already experienced 1 submission in an international project that hasn't been approved
- Motivation in submitting a proposal: high motivation according to the recruitment interview and also during the training course (the willingness of resubmit the proposal with success, new project idea related to the previous one, specific competences, availability, ...)

## **2. Mentoring process**

- Peer-to-peer dialogue to assess competence needs and clarify aims and means for improvements during the start of the mentoring process

### **17/01/2019 (1h) - 21/01/2020 (1h) = TOT. 2hrs**

- Need assessment according to the results of Italian Training and specific call
- The mentee has described some general ideas and specific skills she gained thanks to previous experience in project management in Argentina: according to this back ground and strengthen of one of the proposals, mentors and mentee are defining for the submission of a project in KA2 – Strategic Partnership (deadline March 2020)
- Definition of the agreement with the mentee (and her organisation) and mentors for the mentoring process (timing, methodology, availability, objective, etc.)

- Peer-to-peer dialogue to elaborate the proposed project idea and support design of application during the main part of the process

### **21/01/2020 - 10.00-13.00 (3 hrs)**

- Reading and analysis of the first draft project idea
- Definition of first step

### **04/02/2020 - 09.00-12.00 (3 hrs)**

- Definition of the overall idea: main objective; which kind of partnership composition; definition of outputs; start thinking about the specific actions and involvement/contribution of partners in each task
- Preparation of a “draft project idea” to be shared for the recruitment of partners
- Definition of next steps

- Follow-up sessions of the process (wrap-up and joint evaluation - 4 hours)

### **23/03/2020 (2 hrs)**

- The mentor collected the critical issues emerged and the state of the art of the activities performed by the mentee after the peer-to-peer meeting

**April 2020 (2 hrs)**

- evaluation, feedback

- Provision of technical or consulting support at home: i.e. by phone, via Skype, email, etc. (Remote support - 6 hours)

**January 2020 (2 hrs)**

- Some mails and calls with the definition of first step  
- Support in receiving the OID

**February (3 hrs)**

- Support in partners' search (share of contacts)  
- Example: how to ask for partner information? (template)

**March (3 hrs)**

- support in the definition of project idea  
- suggestion and advices in the partner search  
- elaboration of project concept to be shared with the partnership

**20/03/2020 - 09.00-12.00 (2hrs)**

## 3.3 Austrian Report on Mentoring

By Aron Weigl, EDUCULT

### I. The mentoring offer - Country: AT

#### 1. Agreement with the mentee / offer:

##### *What is offered to the mentee?*

##### Preparation of the mentoring (3 h)

Short description of the offer

Query to clarify the mentee's project ideas, motivation and competence needs

##### Mentoring process (16 h)

Peer-to-peer dialogue to assess competence needs and clarify aims and means for improvements during the start of the mentoring process (maybe 25 -30 pct. of the time, like 3 hours)

Peer-to-peer dialogue to elaborate the proposed project idea and support design of application during the main part of the process (maybe 50 – 60 pct. of the time, like 5-6 hours)

##### Follow-up (3 h)

Follow-up sessions incl. wrap-up and joint evaluation of the process

##### *What can be expected by the mentee?*

##### During the preparation phase

Fill-in the query to present project ideas and motivation for being mentee and to describe own needs for competence development

Clarify and make a mutual agreement (may be oral or a signed document)

##### During the mentoring process

Open for peer-to-peer advices about aims and means for competence upgrading

Open for dialogue about elaboration of a possible project concept

##### Follow-up

Take part in wrap-up to conclude process

Take part in joint evaluation with recommendations

#### 2. Recruitment

##### WHO

- Participants of online survey and interviews
- Participants of former Erasmus+ projects
- Interested people of the EDUCULT network
- Others

**HOW**

- By an email invitation and a follow-up telephone call to a suitable mentee to make an initial agreement to start the process

**3. Minimum recruitment criteria**

- Working/being active in the CSO sector;
- Working/ being active in the adult education sector;
- Being an unexperienced international project manager / unexperienced management body member;
- Being interested in international cooperation projects expressed in the motivation assessment.

**4. Proof/Material**

- Initial need assessment
- Signed participant list (ANNEX 1)
- Final assessment with recommendations (ANNEX 2-3)

**II. The scenarios****a) Mentoring n.1 - Country: AT****COUNTRY: Austria**

Mentoring N.	1	Target group	Manager <input type="checkbox"/>	Project Manager X
Period of realization	05/12/2019 - 27/01/2020			
Total of hours	22			
Organization	USTA / Fulbright			

**1. Recruitment**

**WHO** (name of the organization – number of people coming from the organization):

USTA / Fulbright – 1 person

**HOW** (how the mentee/s is/are recruited)

Direct personal contact

**2. Minimum recruitment criteria**

- Working/being active in the CSO sector (short description of the organization):

NGO working in the education sector

- Working/ being active in the adult education sector (short specification of sector):

Organizing exchange programmes and teaching assistances for students in Austria and USA

- Meeting the criteria of “unexperienced international project manager”: yes

Organization not having a strong European cooperation activity, project manager without experiences in this field

- Motivation in submitting a proposal (one-line explanation):

Strengthen the support for the teaching assistants by developing a European exchange platform/network

### 3. Mentoring process

- Start-up session and peer-to-peer dialogue to assess competence needs and clarify aims and means for improvements during the start of the mentoring process (face-to-face meetings)

#### Activity no. 2

- Mentee shares ideas about the topic of the mentoring
- Discussing these ideas and agreement on the topic: establishing a European platform/network for USTA teacher assistants giving personal and legal support and having a central place for information and support instruments
- Mentor presents the structure and the objectives of the mentoring
- Discussing the methods of mentoring
- Agreement on objectives of mentoring: clarify project steps, define needs for competence improvement, set the ground for becoming a better international project manager

#### Activity no. 3

- Needs assessment
- No experiences in international project management
- Making use of the 30 competences of the PMI triangle set up for the survey; documentation
- Assessment in dialogue between mentor and mentee
- Worked well as a tool for self-reflection and as an ice-breaker
- Start of project development with mentee
  
- Peer-to-peer dialogue to elaborate the proposed project idea and support design of application during the main part of the process (face-to-face meetings)

#### Activity no. 4

- Analysis of the framework / needs analysis: what is already there, what is really needed, what should the network be able to do, what added-value to the existing structures can it generate?
- Fine-tuning of the project idea based on the needs analysis
- Defining first steps of the project
- Discussing the task of team building: defining roles, making use of existing structure like regional advisors in the countries, to integrate coordinators if there are no regional advisors in some countries, defining conditions like experience in the programme, engagement, mixture of new colleagues and experienced ones
- Discussing the initiation of the networking: making use of yearly meeting/conference in Berlin
- Task: do more research on the framework conditions

#### Activity no. 5

- On-going project development and advices on challenges
- Questioning the scale of the project, which countries should be involved, etc.
- Tackling the question of sustainability
- Discussing financial needs

Methodology: mentor mainly asking questions, trying to give examples which can show similar tasks/problems, and sometimes giving advices

- Provision of technical or consulting support at home: i.e. by phone, via Skype, email, etc (Remote support)

#### Activity no. 6

- Discussing funding possibilities
- It became clear that for the first steps of the project no extra funding was necessary
- Applying could be a burden at this level of the project, while the project could start right away without losing time and energy
- Funding would be needed at a later point

#### Activity no. 7

- Questions about the budgeting of the project came up
- Giving advices on how to work on a budget (in cooperation with partners in other countries)

#### Activity no. 8

- Discussing the time when/at which project step external funding will be needed
- Brainstorming on application based on the funding possibilities
- No application was finally planned, so this discussion was more a theoretical one, but trying to define important steps when applying

### 4. Follow-up sessions of the process (wrap-up and joint evaluation, face-to-face)

#### Activity no. 9

- Discussing the different steps of the mentoring, the successes and the difficulties
- Needs assessment was not seen as very helpful for the mentee, but for the mentor to get a better picture of the mentee, his level of knowledge and experiences; good to do it personally and not just in a survey, because some points have to be explained and at the same time it works as ice-breaker that mentor and mentee can get to know each other better.
- Common opinion that the use of the GROW cycle worked well, it was good to use it in every session as a helping structure; using the GROW cycle on a macro level is useful either.

Methodology: questions by the mentor, common discussions.

### b) Mentoring n.2 - Country: AT

Mentoring N.	2	Target group	Manager X	Project Manager <input type="checkbox"/>
Period of realization	04/12/2019 - 27/02/2020			
Total of hours	23			
Organization	City Bound			

#### 1. Recruitment

**WHO** (name of the organization – number of people coming from the organization):

City Bound – 1 person

**HOW** (how the mentee/s is/are recruited)

Direct personal contact

## 2. Minimum recruitment criteria

- Working/being active in the CSO sector (*short description of the organization*):  
NGO working in the sector of leisure time pedagogy and soft skills development
- Working/ being active in the adult education sector (*short specification of sector*):  
Organizing team building and education workshops for young people and adults
- Meeting the criteria of “internationally unexperienced management body”: *yes*  
Organization had an Erasmus+ project once, but the mentee was not involved in it, has experience in project management but not in international cooperation, is also working as project manager
- Motivation in submitting a proposal (*one-line explanation*):  
Interested in a cooperation on a train-the-trainer programme with a Portuguese partner

## 3. Mentoring process

- Start-up session and peer-to-peer dialogue to assess competence needs and clarify aims and means for improvements during the start of the mentoring process (face-to-face meetings)

### Activity no. 2

- Mentee shares ideas about the topic of the mentoring
- Discussing these ideas and agreement on the topic: preparing an application for an Erasmus+ mobility or another possible funding programme
- Mentor presents the structure and the objectives of the mentoring
- Discussing the methods of mentoring
- Agreement on objectives of mentoring: clarify the needs for an application, develop general project steps, exchange on budgeting

### Activity no. 3

- Needs assessment
- No experiences in international project management, but many years' experience in national projects
- Making use of the 30 competences of the PMI triangle set up for the survey; documentation
- Assessment in dialogue between mentor and mentee
- Worked well as a tool for self-reflection and as an ice-breaker
- Difficulties in applying the needs assessment result in the on-going mentoring process; needs assessment result did not influence the mentoring process
- Peer-to-peer dialogue to elaborate the proposed project idea and support design of application during the main part of the process (face-to-face meetings)

### Activity no. 4

- Project development by discussing possible variations
- Analysis of the situation in Austria and Portugal in terms of youth unemployment and sustainable development
- Discussing how to approach organisations working in the field of training in this field
- Clarification if it is better to apply in the adult education or in the youth field, agreement on the adult education as it shall be a train-the-trainer approach
- Defining first steps of the project
- Task: find out about possible partner organisations

**Activity no. 5**

- Fine-tuning of the project idea based on the stakeholder analysis and the situation in Portugal
- Application development, agreement on setting up the project by a mobility to the possible partner organisations in Portugal
- Discussing financial needs for such a mobility

Methodology: mentor mainly asking questions, trying to give examples which can show similar tasks/problems, and sometimes giving advices

**Activity no. 7**

- Further application development
- Discussing budgeting options
- Detailed budgeting

**Activity no. 10**

- Discussing other possibilities for funding besides Erasmus+
- Discussing the synergies of national and European projects
- Detailed budgeting

Methodology: more advices and clear suggestions how to structure the budget

- Provision of technical or consulting support at home: i.e. by phone, via Skype, email, etc (Remote support)

**Activity no. 6 and 8**

- Some questions about the application occurred and were discussed via phone

**Activity no. 9**

- Questions about the budgeting of the project came up and were discussed via phone
- Giving advices on how to work on a budget (in cooperation with partners in other countries)

**Activity no. 11**

- Discussing the question when it would be good to do the application
- Agreement that April and October could be fine, but probably October is better as there were too much other projects until autumn planned already (at the end, it was only possible in this way as until autumn no travels would have been possibly anyhow)

**4. Follow-up sessions of the process (wrap-up and joint evaluation, face-to-face)****Activity no. 12**

- Discussing the different steps of the mentoring, the successes and the difficulties
- Needs assessment was seen very helpful for the mentee, but could have used more references to the mentoring steps; good to do it personally and not just in a survey, because some points have to be explained
- Methodology: questions by the mentor, common discussions, suggestions and leads when doing the budgeting



## 3.4 Danish Report on Mentoring

By Hans Jørgen Vodsgaard, Interfolk

### I. The mentoring offer - Country: DK

#### 1. Agreement with the mentee / offer:

##### *What shall the mentor offer?*

###### Prepare the mentoring

Make a short 1-page description of the offer, plus

A query to clarify the motivation and competence needs

A short template for the mentee to present an idea for an international project

###### Complete the mentoring

Peer-to-peer dialogue to assess competence needs and clarify aims and means for improvements during the start of the mentoring process (maybe 25 -30 pct. of the time, like 3 hours)

Peer-to-peer dialogue to elaborate the proposed project idea and support design of application during the main part of the process (maybe 50 – 60 pct. of the time, like 5-6 hours)

Follow-up sessions incl. wrap-up and joint evaluation of the process (maybe 10 -15 pct. of the time, like 1 -1,5 hours)

###### Follow-up

Follow-up sessions incl. wrap-up and joint evaluation of the process (maybe 10 -15 pct. of the time, like 1 -1,5 hours)

##### *What can be expected by the mentee?*

###### During the start / recruitment process

Shall fill-in the query to present motivation for being mentee and to describe own needs for competence development

Shall fill-in project concept template to outline possible project ideas which can be elaborated during the mentoring process

Clarify and make a mutual agreement (may just be oral and not a signed written document)

###### During the mentoring process

Open for peer-to-peer advices about aims and means for competence upgrading

Open for dialogue about elaboration of project concept and help to design project application

###### Follow-up

Take part in wrap-up to conclude process

Take part in joint evaluation with recommendations

## 2. Recruitment

### HOW

- By an email invitation and a follow-up telephone call to a suitable mentee to make an initial agreement to start the process

### 3. Minimum recruitment criteria

- Working/being active in the CSO sector
- Working/being active in the adult education sector
- Meeting the criteria of “unexperienced international project manager”/ “unexperienced management body member”
- Focus on international project managers to-be

### 4. Proof/Material

- Initial need assessment
- Signed participant list (ANNEX 1)
- Final assessment with recommendations (ANNEX 2-3)

## II. The scenarios

### a) Mentoring n.1 - Country: DK

Mentoring number	1	Target group	Manager □	Project Manager X
Period of realization	20.10.2019 – 04.04.2020			
Total of hours	90			
Annexes (number and list)	FIRST, 04 - Mentee I, agreement, signed FIRST, 04 - Mentee I, competence assessment FIRST, 04 - Mentee I, European development plan FIRST, 04 - Mentee I, Evaluative report of mentoring, signed			
Country	Denmark			
Mentoring organization	Interfolk			
Mentor	Hans Jørgen Vodsgaard, chief executive			
Mentee organization	Musisk Oplysnings Forbund DK			
Mentee	Bente von Schindel, chairman			

### 1. Recruitment

**WHO** (*name of the organization – number of people coming from the organization*):

Musisk Oplysnings Forbund DK – 1

**HOW** (*how the mentee/s is/are recruited*)

Direct personal contact

## 2. Minimum recruitment criteria

- Working/being active in the CSO sector (*short description of the organization*):

Yes, is an NGO working with adult education in the field of participatory arts, culture and heritage cultural event

- Working/ being active in the adult education sector (*short specification of sector*):

Yes, provide further education for staff and board members as well as surveys in the area

- Meeting the criteria of “unexperienced international project manager”/ “unexperienced management body member”:

Yes, MOF have only been involved in two Nordplus projects, but still not in any EU projects or mobilities.

- Motivation in submitting a proposal (*one-line explanation*):

To gain inspiration and contact from European cooperation that can qualify own activities and open for new funding possibilities of relevant activities.

## 3. List of Proof/Material

- Initial need assessment

FIRST, O4 - Mentee I, competence assessment

FIRST, O4 - Mentee I, European development plan

- Signed participant list

FIRST, O4 - Mentee I, agreement, signed

- Final assessment with recommendations

FIRST, O4 - Mentee I, Evaluative report of mentoring, signed – including annex 1, 2 and 3

## 4. Mentoring process

### a) Prepare the mentoring

Ultimo October, Interfolk provided the plan on how we would handle the mentoring task. It included the task plan schedule, budget for the stepwise mentoring for each mentee, and the documents to prepare. including:

- Draft mentor agreement
- Query for self-assessment of own competence profile and needs for improvements
- Query to present an outline of own organisation’s possible international development

At the same time, Interfolk decided to give priority to a mentor support that focussed on preparing a mobility application to Erasmus+ as well as other Nordic mobility programmes. Because a mobility application is easier to plan and make and the success rate for the mobility applications is a lot better than for the project applications, at least in Denmark.

Thereby, the mentee can be engaged in a process that will have better chances to end in success, which will strengthen the motivation for the further work with international development work.

### b) Recruitment, Initial contact and agreement

The mentoring offer was not announced publicly, because we only needed to get two interested; and for the first mentee we used direct personal contact, first by telephone contact and afterwards by sending the prepared two queries and mentor agreement, primo January 2020. .

Hereby, we could also from the start indicate that our mentoring would focus on preparing a mobility application and clarify if the possible mentee was interested in such an offer.

### c) The need assessment and international development plan

The starting point of the mentoring process was that the mentee answered the query to assess own competence profile and needs for improvements, and the query to outline the organisation's possible international development plan.

Both queries were good to strengthen the reflections on own competences and organisational needs, but all the elements were not elaborated or encountered in the further process, because we had from the start chose to focus on preparing mobility activities as a starting point for the international work.

#### **d) Peer-to-peer dialogue to clarify aims and means during the start**

During the first peer-to-peer sessions, medio January we didn't start from Adam and Eve, because it was already clear that we would focus on international mobility activities. and therefore, the aims and means we clarified related to the mobility planning.

The first step was to clarify which type of mobility activities had most priority, and that was further education of key staff and study visits for group of voluntary staff and board members.

The second step was to clarify the realistic need for numbers of mobilities in a 1-2 years period.

#### **e) Peer-to-peer dialogue to elaborate the project plan during main part of process**

After the initial clarifications, we started to clarify the application plan, including:

The third was to clarify possible courses to follow (for structured courses) and possible host organisations for study visits, which included to look at the current international network and possible need for finding new cooperation partners as hosts.

- To clarify possible Transnational Mobility courses, the mentee could look at EPALE and 5 course providers that the mentor recommended to look at.
- To find new possible host partners in the field of interest, the mentor recommended to look at some of the important Nordic and Trans European network in the field.

The fourth step was to describe a possible programme frame for a series of 4 fruitful 5-day study visits.

The fifth step was to fill-in a draft application form for Erasmus+ mobilities

the sixth step was to discuss and clarify other possible national, bilateral and Nordic funding programmes for mobilities and study visits and to choose some to apply to.

#### **f) Follow-up sessions of the process (wrap-up and joint evaluation)**

The wrap-up session included both the lessons learned on how to prepare a mobility application and how also to initiate project applications at a later stage.

The joint evaluation of the mentoring pilot process indicated that:

- Good we had a recurring rhythm of weekly visits and some virtual contacts by mail, phone and skype between the physical meetings.
- Maybe we could have used more time virtual and less physical to reduce travel times, especially in this case for the mentor.
- The relation between the initial assessment of needs for competence development and the succeeding process with focus on preparing a specific mobility application was rather unclear. Many of the competences in relation to project management was not engaged and elaborated during the process.
- On the other hand, the priority from the start to elaborate a relevant mobility application, kept the mentoring on track with a clear focus during the process; and neither the mentee nor the mentor thought we wasted time.

**g) Provision of technical or consulting support at home:**

We used for the direct mentoring process 16,5 hours for direct face-to-face contact, and 10 hours on remote contact and support. The remote contact used both telephone contact, email correspondence and Skype meetings, and the combination of mails and skype meetings is good, because mails gives a better opportunity to reflect and prepare notes and outlines, while Skype is good to clarify and make decisions.

**b) Mentoring n.2 - Country: DK**

Mentoring number	1	Target group	Manager <input type="checkbox"/>	Project Manager X
Period of realization	20.10.2019 – 04.04.2020			
Total of hours	90			
Annexes (number and list)	FIRST, 04 - Mentee II, agreement, signed FIRST, 04 - Mentee II, competence assessment FIRST, 04 - Mentee II, European development plan FIRST, 04 - Mentee II, Evaluative report of mentoring, signed			
Country	Denmark			
Mentoring organization	Interfolk			
Mentor	Hans Jørgen Vodsgaard, chief executive			
Mentee organization	Danske Orkesterdirigenter			
Mentee	Steen Finsen, working chairman			

**1. Recruitment**

**WHO** (name of the organization – number of people coming from the organization):

Danske Orkesterdirigenter – 1

**HOW** (how the mentee/s is/are recruited)

Direct personal contact

**2. Minimum recruitment criteria**

- Working/being active in the CSO sector (*short description of the organization*):

Yes, is an NGO working with further education of conductors in the field of arts and culture

- Working/ being active in the adult education sector (*short specification of sector*):

Yes, provide further education of conductors and other staff in the area.

- Meeting the criteria of “unexperienced international project manager”/ “unexperienced management body member”:

Yes, DO has not been involved in EU projects or mobilities.

- Motivation in submitting a proposal (*one-line explanation*):

To gain inspiration and contact from European cooperation that can qualify own activities and open for new funding possibilities of relevant activities.

**3. List of Proof/Material**

- Initial need assessment

FIRST, 04 - Mentee II, competence assessment

FIRST, 04 - Mentee II, European development plan

- Signed participant list  
FIRST, O4 - Mentee II, agreement, signed
- Final assessment with recommendations  
FIRST, O4 - Mentee II, Evaluative report of mentoring, signed – including annex 1, 2 and 3

#### **4. Mentoring process**

##### **Nota bene**

Thee mentoring process for mentee I and mentee II had the same time frame and rhythm, and the physical meetings took both place in Vartov, where both had their weekday offices. Likewise, the mentoring for both mentees focused on the same. To develop the international contacts and experiences by preparing Mobility applications.

Hereby, the process and content for the two mentees had many similarities, and the description below has some repetitions.

##### **a) Prepare the mentoring**

Ultimo October, Interfolk provided the plan on how we would handle the mentoring task. It included the task plan schedule, budget for the stepwise mentoring for each mentee, and the documents to prepare. including: Draft mentor agreement; Query for self-assessment of own competence profile; and a Query to outline an international development

For both mentees, Interfolk decided to focus on preparing a mobility application to Erasmus+ as well as other Nordic mobility programmes. Because a mobility application is easier to plan and make and has a better success rate than for project applications, at least in Denmark.

Thereby, the mentee can be engaged in a process that will have better chances to end in success, which will strengthen the motivation for the further work with international development work.

##### **b) Recruitment, Initial contact and agreement**

The mentoring offer was not announced publicly, because we only needed to get two interested; and as for the first mentee we used direct personal contact, first by telephone contact and afterwards by sending the prepared two queries and mentor agreement, primo January 2020. .

##### **c) The need assessment and international development plan**

The starting point of the mentoring process was that the mentee answered both the query to assess own competence profile and needs for improvements, and the query to outline the organisation's possible international development plan.

Both queries was good to strengthen the reflections on own competences and organisational needs, but all the elements were not elaborated or encountered in the further process, because we had from the start chose to focus on preparing mobility activities as a starting point for the international work.

##### **d) Peer-to-peer dialogue to clarify aims and means during the start**

During the first peer-to-peer sessions, medio January we focussed as initial decided on international mobility activities. and therefore, the aims and means we clarified referred to the mobility planning.

The first step was to clarify which type of mobility activities had most priority, and that was further education of key staff and study visits for group of voluntary staff and board members.

The second step was to clarify the realistic need for numbers of mobilities in a 1-2 year period.

### **e) Peer-to-peer dialogue to elaborate the project idea during main part of process**

The third was to clarify possible courses to follow (for structured courses) and possible host organisations for study visits, which included to look at the current international network and possible need for finding new cooperation partners as hosts.

- To clarify possible Transnational Mobility courses, the mentee could look at EPALE and 5 course providers that the mentor recommended to look at.
- To find new possible host partners in the field of interest, the mentor recommended to look at some of the important Nordic and Trans European network in the field.

The fourth step was to describe a possible programme frame for a series of 4 fruitful 5-day study visits.

The fifth step was to fill-in a draft application form for Erasmus+ mobilities

The sixth step was to discuss and clarify other possible national, bilateral and Nordic funding programmes for mobilities and study visits and to choose some to apply to.

### **f) Follow-up sessions of the process (wrap-up and joint evaluation)**

The wrap-up session included both the lessons learned on how to prepare a mobility application and how also to initiate project applications at a later stage.

The joint evaluation of the mentoring pilot process indicated that:

- Good we had a recurring rhythm of weekly visits and some virtual contacts by mail, phone and skype between the physical meetings.
- Maybe we could have used more time virtual and less physical to reduce travel times, especially in this case for the mentor.
- The relation between the initial assessment of needs for competence development and the succeeding process with focus on preparing a specific mobility application was rather unclear. Many of the competences in relation to project management was not engaged and elaborated during the process.
- On the other hand, the priority from the start to elaborate a relevant mobility application, kept the mentoring on track with a clear focus during the process; and neither the mentee nor the mentor thought we wasted time.

### **g) Provision of technical or consulting support at home:**

We used for the direct mentoring process 16 hours for direct face-to-face contact, and 9 hours on remote contact and support.

The remote contact used both telephone contact, email correspondence and Skype meetings, and the combination of mails and skype meetings is good, because mails gives aa better opportunity to reflect and prepare notes and outlines, while Skype is good to clarify and make decisions.

## 3.5 Hungarian Report on Mentoring

By Mariann Labbanicz, Folk High School Association Surrounding Budapest

### I. The mentoring offer - Country: HU

#### 1. Agreement with the mentee / offer:

##### *What shall the mentor offer?*

##### Prepare the mentoring

A short description of the offer

A query to clarify the motivation and competence needs

##### Complete the mentoring

Peer-to-peer dialogue to assess competence needs and clarify aims and means for improvements during the start of the mentoring process

Peer-to-peer dialogue to elaborate the proposed project idea and support design of application during the main part of the process

##### Follow-up

Follow-up sessions incl. wrap-up and joint evaluation of the process (maybe 10 -15 pct. of the time, like 1 -1,5 hours)

##### *What can be expected by the mentee?*

##### During the start / recruitment process

Shall fill-in the query to present motivation for being mentee and to describe own needs for competence development

Shall fill-in project concept template to outline possible project ideas which can be elaborated during the mentoring process

Clarify and make a mutual agreement (may just be oral and not a signed written document)

##### During the mentoring process

Open for peer-to-peer advices about aims and means for competence upgrading

Open for dialogue about elaboration of project concept and help to design project application

##### Follow-up

Take part in wrap-up to conclude process

Take part in joint evaluation with recommendations



## 2. Recruitment

### HOW

- By an email invitation and a follow-up telephone call to a suitable mentee to make an initial agreement to start the process

### 3. Minimum recruitment criteria

- Working/being active in the CSO sector
- Working/being active in the adult education sector
- Meeting the criteria of “unexperienced international project manager”/ “unexperienced management body member”
- Focus on international project managers to-be

### 4. Proof/Material

- Initial need assessment
- Signed participant list (ANNEX 1)
- Final assessment with recommendations (ANNEX 2-3)

## II. The scenarios

### a) Mentoring n.1 - Country: HU

Mentoring N.	1	Target group	Manager <input type="checkbox"/>	Project Manager X
Period of realization	31/11/2019 - 23/02/2020			
Total of hours	22			
Organization	Carpathian Foundation Hungary (CFH)			

#### 1. Recruitment

**WHO** (*name of the organization – number of people coming from the organization*):

Carpathian Foundation Hungary – 1 person

**HOW** (*how the mentee/s is/are recruited*)

Direct personal contact

#### 2. Minimum recruitment criteria

- Working/being active in the CSO sector (*short description of the organization*):

NGO working -among others - in the education sector

- Working/ being active in the adult education sector (*short specification of sector*):

The mission of the Carpathian Foundation-Hungary is using different education forms and other tools to improve the quality of life of people living in the close to border.

- Meeting the criteria of “unexperienced international project manager”: *yes*

The project manager does not have enough international experience.

- Motivation in submitting a proposal (*one-line explanation*):

Preparation of ERASMUS+ training project

### 3. Mentoring process

- Start-up session and peer-to-peer dialogue to assess competence needs and clarify aims and means for improvements during the start of the mentoring process (face-to-face meetings)

#### Activity 1.

***Peer-to-peer dialog o introducing the mentoring opportunity and identifying the goal of the mentoring (2 hrs)***

***31-11-2019 12:00-14:00***

- Mentor introduces the opportunity regarding to support preparation of international cooperation's
- Mentor presents the process and the objectives of the mentoring
- Discussion on mentoring methodology

#### Activity 2.

***Peer-to-peer dialog on defining of the aim of the mentoring cooperation (2 hrs)***

***07-01-2020 10:00-12:00***

- Discussion about what is the most needed activity which the organization would like to implement regarding to organizational strategy
- Discussion on needs of financing
- The mentee introduces her ideas what kind of project she would like to implement
- We agreed to prepare an Erasmus+ project.

#### Activity 3.

***Peer-to-peer dialog on need assessment (3 hrs)***

***10-02-2020 11:00-14:00***

- Mentor has prepared a 30 competences' chart of the PMI triangle was set up in the survey;
- Discussion the self-assessment sheet
- We scheduled our work

#### Activity 4.

***Peer-to peer dialog on development of project idea (4 hrs)***

***12-02-2020 9:00-13:00***

- Regarding to the requirements of the call we modelled the project idea how it will work
- All the relevant aspects we went through (activities, indicators sustainability)
- Collecting the future partners

Provision of technical or consulting support at home: i.e. by phone, via Skype, email, etc (Remote support)

#### Activity 5

***Remote support on finalising project idea***

- We summarized every details of the project, and we were talking about the effect of the project
- Prepared project idea for sending the partners

#### Activity 6

***Remote support on preparation of application***

- We went through all the questions of the application sheet and we summarised what kind of dimensions should be considered answering

### **Activity 7**

#### ***Remote support on scheduling activities***

- We tried to discuss what activities when should be taken
- All the connections with it we tried to discuss (budget, milestones, indicators)

### **Activity 8**

#### ***Peer-to-peer support on reviewing application (4 hrs)***

**2020. 11:00-15:00**

- We wanted to discuss all points of the application, but the partners were hesitated, and we tried to find out what would be the solution

### **Activity 9**

#### ***Remote support on clarification some questions***

- Discussing some open questions, but the main question was how to continue because the partners were will not willing to cooperate

### **Activity 10**

#### ***Remote support on sourcing for other resources***

- We agreed upon, that we will continue our cooperation, and we are going to seek another call, and we will select other partners
- I listed some webpages which merit to follow continuously

Follow-up sessions of the process (wrap-up and joint evaluation, face-to-face)

### **Activity 11**

#### ***Summarizing and evaluating***

## **b) Mentoring n.2 - Country: HU**

Mentoring N.	2	Target group	Manager X	Project Manager <input type="checkbox"/>
Period of realization	12/12/2019 - 24/04/2020			
Total of hours	23			
Organization	<i>Village Guardian Association of Vas and Győr-Moson-Sopron Counties of Hungary</i>			

### **1. Recruitment**

**WHO** (name of the organization – number of people coming from the organization):

Village Guardian Association of Vas and Győr-Moson-Sopron Counties of Hungary – 1 person

**HOW** (how the mentee/s is/are recruited)

Direct personal contact

## 2. Minimum recruitment criteria

- Working/being active in the CSO sector (*short description of the organization*):

NGO working in the sector of social service and education

- Working/ being active in the adult education sector (*short specification of sector*):

Providing social support for elderly in the remote tiny places throughout education and organizing the work of village guardians

- Meeting the criteria of “internationally unexperienced management body”: *yes*

Organization participated once in the international cooperation but did not do any real work in it

- Motivation in submitting a proposal (*one-line explanation*):

Interested in an international cooperation to disseminate and develop this idea. They wanted to develop an education program together with a Rumanian and a Danish partner.

## 3. Mentoring process

- Start-up session and peer-to-peer dialogue to assess competence needs and clarify aims and means for improvements during the start of the mentoring process (face-to-face meetings)

### Activity 1.

***Peer-to-peer dialog o introducing the mentoring opportunity and identifying the goal of the mentoring (1 hrs)***

*12-12-2019 11:00-12:00*

- Mentor introduces to the mentee the opportunity regarding to preparation of international cooperation’s application
- Mentor presents the objectives and the tools of the mentoring
- Discussing the methods and the steps of mentoring
- Agreement on objectives of mentoring: clarify project steps, define needs for competence improvement, set the ground for becoming a better international project manager

### Activity 2.

***Remotes support on ERASMUS + opportunities for educating village guardians and elderly in remote places (1,5 hrs)***

*10-01-2020*

- A long discussion was happened in order to find out the clear goals of our activity

***The mentee participated our national training. It helped our cooperation.***

### Activity 3.

***Peer-to-peer dialog on development of project idea (4 hrs)***

*22-01-2020 10:00-14:00*

- Clarifying the project idea defining the partners
- What is the mentee’s financial need

### Activity 4.

***Remote support on the aim of the mentoring cooperation (1 hrs)***

*24-01-2020*

- Clarifying the aim of our mentoring cooperation
- What we will do
- What is a mentee, and what is the mentor responsibility

- How we will cooperate in the future

**Activity 5.**

**Peer to peer support on needs assessment (4 hrs)**

**04-02-2020 11:00-15:00**

- Mentor has prepared a 30 competences' chart of the PMI triangle was set up in the survey
- Discussion the self-assessment sheet

**Activity 6.**

**Peer to peer discussion on the application form (4 hrs)**

**05-02-2020 09:00-13:00**

- We clarified the project idea and we examined all the question in the application sheet
- Giving advices on how to prepare budget in cooperation with partners

**Activity 7**

**Remote support on clarification questions (1,5 hrs)**

**10-02-2020**

- There were so many questions regarding to scheduling activities, indicators, budgeting
- It seemed we will not able to submit the application

**Activity 8**

**Discussion about submitting application (1 hrs)**

**28-02-2020**

- The mentee decided not to submit the application, but we were talking about what could be the further step.

**Activity 9**

**Peer to peer support on searching for other resources (3 hrs)**

**10-03-2020 10:00-13**

- We agreed upon, that we will continue our cooperation, and we are going to seek another call, and we will select other partners
- I listed some webpages which merit to follow continuously

**4. Follow-up sessions of the process (wrap-up and joint evaluation, face-to-face)**

**Activity 11**

**Summarizing and evaluating**

## 4. Concluding Perspectives and Recommendations

By Lorenza Lupini and Luca Bordoni, COOSS

The mentoring pilots carried out in 5 countries involved, thanks to the support of ANNEXES 2 and 3, a list of important feedback coming both from mentees and mentors.

Here we provide the results of a comparative analysis of all feedback, useful as recommendations for the implementation of (e-)mentoring support schemes.

The recommendations provided by the mentors of the 1st TIP-PM consortium include the following **common points**:

1. The importance of ***clarifying and sharing the aims*** of the mentoring process at the beginning of the process.
2. A set of ***standard procedures*** to access in a mentoring project (i.e. need assessment, initial and final evaluation and self-evaluation, minimum of hours devoted to the mentoring process)
3. The availability of an ***adequate number of mentors and hours*** (balanced resources).
4. The need to ***better explain the role of the mentor*** and what kind of support he/she can provide to the mentee.
5. A clear ***agreement on scheduling*** (agenda of face-to-face or remote meetings, duration, deadline, etc.).
6. A good ***knowledge of the CSO*** context and the specific needs for accessing the international funds.
7. The difference between a voluntary mentoring offer (for free) and a pro-version of the consulting with a professional relation between mentor and mentee (with a mentee who pays the mentor for the service).

In the following, a **detailed explanation** of these recommendations is given:

### 1. The importance of ***clarifying and sharing the aims*** of the mentoring process at the beginning of the process

→ The mentee needs support to clarify a possible further education plan to improve lack of competences, or to main issues in preparing a mobility application, or a support to fill in some sections in a project application, or about the project implementation as coordinator or maybe as partner, etc.

The mentoring should not concentrate only on supporting the proposal writing, but – especially with the beginner small organizations – he has to help them in all related activities, as, for example, in helping them launching their activities or finding resources.

A fundamental aspect of this mentoring process is the need assessment of the mentee; it is not only about telling and evaluating the competences and skills levels, but it is a deep exchange about the mentee's experience and professional life. The face-to-face dialogue is really recommended, because it helps the mentor to better know about the person he/she is assessing.

Generally, the recommendation is to recruit motivated persons, who have the support of the organisation's management. The persons who really want to take part in the mentoring cooperation, since they're expecting some benefits both for themselves and the organisation they are working for, are the best beneficiaries of a mentoring.

## 2. A set of **standard procedure** to access in a mentoring project

Some mentees needs help to start international work, others will focus on specific project or mobility applications; others needs help to be coordinators of started projects and properly on defined parts of the coordinator tasks; and others wishes to promote themselves as partners or to act better as new partners in established projects, etc.

As regards the portal of a new international network as first, we need more standardized procedures that must include:

- an application query, where the mentee must substantiate, why they need mentoring and to what,
- and with reference to this initial application, the Network representative can designate a mentor on specific conditions
- including as a starting point that the mentee must sign the agreement and fill-in the two above mentioned queries above competence profile and international development plan.

There is a clear and standardised presentation of the mentoring offer and the procedure on how to get it. here it can be important to make it clear that the basis offer is a free and therefore limited offer that must be clearly defined from the start regarding

Admission criteria: The mentee must work with lifelong learning (informal and non-formal adult education) in a civil society organisation; and the reference organization must be inexperienced with international project management (defined as having been project managers in less than two European projects); and wishes to be more engaged in international cooperation

This form must include at least the following sections:

- a) Info about name of person and organisation, address and contact info
- b) Short presentation of the organisation and the person that wishes to get mentoring
- c) Outline why they need mentoring and to what.
- d) Confirmation that they know the delimited conditions of the mentoring and the process of signing an agreement and filling-in the two queries.

Finally, an open recruitment process should also be questioned in a full-scale scenario. In an ideal situation, there would be the possibility to find a mentor for all persons interested in a mentorship. That may be not easy to realize, expect if a certain financial motivation is connected to such a mentoring system.

### 3. The availability of an *adequate number of mentors and hours* (balanced resources)

→ Each mentee needs specific help and support. This is the reason we need more standardized procedures and clear presentation of the mentoring offer. It can be important to guarantee that the basis offer is for free and therefore limited.

Admission criteria: the mentee must work with life-long learning (informal and non-formal adult education) in a civil society organisation; and the reference organisation must be inexperienced with international project management (defined as having been project managers in less than two European projects); and wishes to be more engaged in international cooperation.

This form must include at least the following sections:

- a) Info about name of person and organisation, address and contact info.
- b) Short presentation of the organisation and the person.
- c) Outline why they need mentoring.
- d) Sign of an agreement and filling-in the two queries.

Finally, an open recruitment process should also be questioned in a full-scale scenario. In an ideal situation, there would be the possibility to find a mentor for all persons interested in a mentorship. That may be not easy to realize, expect if a certain financial motivation is connected to such a mentoring system.

### 4. The need to *better explain the role of the mentor* and what kind of support he/she can provide to the mentee

→ The methodology is fundamental in the mentoring process. There could be a mixture of methods (or tools): face-to-face or different remote methodologies. Which one we use depends on the relationship between the mentee and the mentor, the physical distance, the topic, and many other circumstances. Also the attitude of the mentor is an important aspect: how he/she deals with the mentee, how he/she asks questions, how he/she can lead the mentee to the solutions, how he/she is able to support the mentee to reach her/his own goals.

The needs assessment can help the mentor to get more familiar with the skills of the mentee. This kind of mentoring does not need previous needs assessments, since we don't want to develop the mentee's whole professional skills. Instead of a needs assessment, we must ask the right questions to clarify the exact needs.

The group of voluntary mentors cannot be advisers on all topics, so we need to clarify a division of expert areas. Furthermore, the mentoring is based on remote contact such as telephone, email correspondence and online meetings: it seems that the combination of mails and online opportunity is good, because email communication gives the opportunity to reflect and prepare notes and outlines, while online meetings are good to clarify and make decisions.



5. A clear **agreement on scheduling** (agenda of face-to-face or remote meetings, duration, deadline, etc.)

→ It is important to specify the time frame and the mutual expectations to the mentoring support and not least to define the topics of the mentoring and the expected outcome.

One of the important dimensions of mentoring is timing. The face-to-face support is the most useful, “our mentees seated very far from Budapest. (More than 200 kms)”. So, the remote support is very important in these cases.

The regularity is another important element in the mentoring process.

Meetings between mentor and mentee have to take place regularly. This is crucial to build trust, to create a solution-oriented atmosphere, and to keep the process’ level of energy. On the one hand, remote support via email or phone is good for the mentees to ask questions between or after the peer-to-peer sessions arise. On the other hand, remote support could be challenging for the mentor if there is no limit set. Especially if phone calls are part of the support, mentor and mentee should agree on the time when such calls can be done. But also in terms of email support, it is possible that for the mentor it could take more time as planned.

The minimum appropriate duration of a mentoring process seems to be two months with regular and intensive meetings.

6. A good **knowledge of the CSO** context and the specific needs for accessing international funds

→ Another recommendation is to give the mentee as many elements of the project/partners search and choice/co-funding source choice to develop himself/herself as possible – so the mentee could learn as much as possible and gets the whole picture.

Moreover, it is recommended to encourage the mentee to register in some partner search bases/to search the project partners himself/herself.

7. The difference between a voluntary mentoring offer (for free) and a pro-version of the consulting with a professional relation (with a payment of the service)

→ It seems imperative that the mentoring has to be well defined and delimited from the very beginning; otherwise the mentee can get unfulfilled expectations and the voluntary mentor can be involved in a very time-consuming process that will be unrealistic or impossible to fulfil. It is possible to foresee a sort of extended mentoring package, where the mentee pays the mentor for the extra services, in order to start an extensive mentoring support.

Secondly, the mentee must fill-in an online expression of interest/application form, where the mentee must declare its specific need of support.

**General guidelines to promote and implement a mentoring support process in the framework of the 1st TIP-PM project.**

**To provide:**

- The Application Form (Expression of interest) to be filled in by the potential mentee.
- The procedure for getting a mentoring offer, including initial replies and contacts and the applied Mentoring Agreement to sign.
- The initial query as needs assessment of the mentee's competence profile and needs for improvement.
- The initial query for outlining the organisation's international development plan.
- The procedure and rationale of defining and delimiting the topic of the mentoring offer from the beginning.
- A list of communication tools for the mentoring process and respective contacts (number of mobile/phone, email address, Skype contact, etc.).
- Final evaluation or feedback: the final outcome of the mentoring offer – did it fulfil the expectations?
- The mentee's own approach and ability to make the mentoring / peer-to-peer process fruitful and rewarding.
- The mentor's approach and ability to make the mentoring / peer-to-peer process fruitful, productive and rewarding for the mentee.
- The wrap-up session should be a part of each session (micro level) and it shall end the overall mentoring process (macro level). The final wrap-up can include both the lessons learned on how to provide the defined results and how some thoughts about possible follow-up mentoring needs.

# Annexes

## General ANNEX - TEMPLATE TO COLLECT INFORMATION FOR THE REPORT ON MENTORING



First-time international project realisers support network

### IO4: Design and assess a pilot mentoring and e-mentoring system

- TEMPLATE TO COLLECT INFORMATION FOR THE REPORT ON MENTORING -

COUNTRY: \_\_\_\_\_

+		Target group	M <input type="checkbox"/>	PM <input checked="" type="checkbox"/>
Mentoring N.				
Period of realization				
Total of hours				
Annexes (number and list)				
Organization				
Mentoring N.				
Period of realization				
Total of hours				
Annexes (number and list)				

#### 1) Recruitment

**WHO** (name of the organization – number of people coming from the organization):

**HOW** (how the mentee/s is/are recruited)

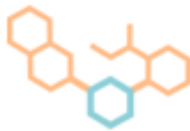
##### Minimum recruitment criteria

- ✓ Working/being active in the CSO sector (short description of the organization):
- ✓ Working/ being active in the adult education sector (short specification of sector):
- ✓ Meeting the criteria of “unexperienced international project manager”/ “unexperienced management body member”: yes / no
- ✓ Motivation in submitting a proposal (one-line explanation):

#### 2) List of Proof/Material (please provide proofs of these three point)

- Initial need assessment  
*At least 1 proof (questionnaire, email, recording, etc)*
- Signed participant list  
*At least Annex 1 - Signatures*
- Final assessment with recommendations  
*At least Annex 2 and 3 – Feedback of mentees and mentors (to be done at the end of mentoring)*

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### First-time international project realisers support network

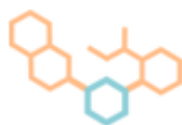
#### 3) Mentoring process (no more than 2 pages)

- Peer-to-peer dialogue to assess competence needs and clarify aims and means for improvements during the start of the mentoring process (Need assessment and agreement - 2 hours)  
*Please detailed topics and methodology*
- Peer-to-peer dialogue to elaborate the proposed project idea and support design of application during the main part of the process (face-to-face meetings - 10 hours)  
*Please detailed topics and methodology*
- Follow-up sessions of the process (wrap-up and joint evaluation - 4 hours)  
*Please detailed topics and methodology*

Provision of technical or consulting support at home: ~~je~~, by phone, via Skype, email, ~~etc~~ (Remote support - 6 hours)

*Please detailed topics and methodology*

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First-time international project realisers support network

**3) Final Recommendation:** please provide a short final paragraph of recommendation of two national experiences according to the feedback collected from mentees (Annexes 2) and mentors (Annex 2) – **no more than 3 pages / this part will be one for each country, including general observation for both mentoring experiences**

*(see annexes below)*

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## **Annex 2 - Feedback of mentees**

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First-time international project realisers support network

### **IO4/ Annex 2 - Feedback of mentees *(one for each mentoring)***

According to your mentoring experience, what kind of suggestion would give us regarding it?  
Please, give us advice how we can make it better!

#### 1. Suggestion in connection with:

a. Timing:

.....  
 .....

b. Methodology (blended methodology, tools, communication):

.....  
 .....

c. Contents:

.....  
 .....

d. Organisation (dissemination, recruitment, availability, flexibility)

.....  
 .....

e. Other comments, suggestions, remarks?

.....  
 .....

#### 2. Strong Points

.....  
 .....

#### 3. Points of weakness

.....  
 .....

THANK YOU!

## **Annex 3 - Feedback of mentors**

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First-time international project realisers support network

### **IO4/ Annex 3 - Feedback of mentors** *(one for each mentoring)*

**1. Suggestion in connection with:**

a. Timing:

.....  
.....

b. Methodology (blended methodology, tools, communication):

.....  
.....

c. Contents:

.....  
.....

d. Other comments, suggestions, remarks?

.....  
.....

2. Difficulty in delivery the mentoring process? yes no

*If yes, please explain*

.....  
.....

**3. Strong Points**

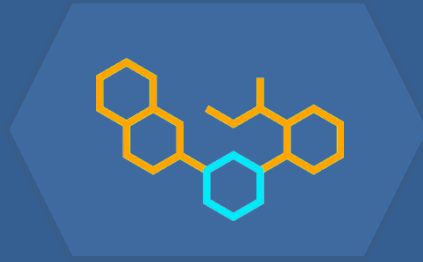
.....  
.....

**4. Points of weakness**

.....  
.....

THANK YOU!





## **Guidelines and scenario for implementation mentoring and e-mentoring systems supporting international cooperation initiation and developing in the 3rd sector adult learning organisations.**

**This document has been developed in the framework of the 2-year Erasmus plus development project, Sept 2018 – Aug 2020, entitled:  
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