



Guidelines for establishing mentorship program

youth that have grown up in alternative care for youth in alternative care



This document was funded by the European Union's Rights, Equality and Citizenship Programme (2014-2020). The contents of this publication are the sole responsibility of OUTogether project and can in no way be taken to reflect the views of the European Commission.

Content

I Part – General information about mentorship program

1. What is mentoring?	3
2. Why mentorship program?	3
3. Are there any risks in running mentorship program?	4
4. What are characteristics of good mentorship program for youth in alternative care?	5
5. Elements of of a safe and effective mentoring program	5
5.1. Program design and planning	5
5.2. Program management	7
5.3. Program operations	7

II Part - Program operations

1. Recruitment plan	8
2. Screening process	8
3. Orient mentors and mentee (foster parents and educators, if needed)	9
4. Training for mentors	10
4.1. Role of mentors	10
4.2. Stages of your relationship	11
4.3. Setting boundaries	12
4.4. Communication skills	13
4.5. Reporting a problem	13
5. Matching mentor and mentee	14
6. Supervision	14
7. Evaluation	14
8. Mentoring on distance – on-line or phone mentoring	16
Literature	18

General information about mentorship programme

1. What is mentoring?

Mentoring is one way of providing guidance and support to young people in need through building trusting relationship that brings a young person together with a mentor. Mentor offers guidance, support and encouragement aimed at developing the competence and character of the young person (DuBois & Karcher, 2005; Rummel, 2015).

2. Why mentorship program?

Transition from alternative care to independent life is full of challenges and this begins before the youth even leaves the system. The majority of children entering care system has experience of neglect and abuse with a significant number of youth experiencing more than one form of maltreatment. They also often experience trauma resulting in removal from their biological family which influence their ability for developing healthy attachment and relationships. All this can lead to a social isolation and lack of resources provided by relationships which aid in an individual's growth and adjustment over time. For the majority of youth for alternative care, there is no safety net to rely on during the transition from dependence to independence. For youth outside of the care system, parents or relatives take the role of someone that young person can rely on when struggling emotionally or needing help in finding job or finishing education etc. The lives of youth in care can be much more unsettled, leaving them without connections and social support relative to their peers. However, important peers can act as natural mentors for youth in foster care to potentially offset some of these challenges.

Mentoring is a structured and trusting relationship that brings young people together with caring individuals who offer guidance, support and encouragement aimed at developing the competence and character of the mentee (Elements of Effectice Praticce, Mentor/National Mentoring Partnership, 2003, p. 8)

There are different types of mentoring but here we will focus on peer mentoring. The main characteristic of peer mentors is that they are close in age to their mentees, but peer mentors in this project have one more characteristic that is in common with youth – experience of life in care system. Usually, mentees take their peers' perspectives very seriously, given that, positive peer mentoring relationship can have significant impact on a mentee's sense of self-worth. Due to the similarity in age and life experience of peer mentors to their mentees, mentees might also feel more comfortable sharing concerns and problems with their mentors. Consequently, this leads to more appropriate support and resources to young person, mentee (The Mentoring Partnership of Southwestern PA, Peer Mentor Handbook, p.3).

Boston Consulting Group for Big Brothers, Big Sisters of Canada has conducted a pro-bono study in 2013 about impact of mentorship programs for vulnerable youth that showed that compared to non-mentored peers, youngsters that received mentoring are (Rennie, 2016, p.15):

- 17% more likely to be gainfully employed and earn 13% more on average, leading to earnings increase of approximately \$315,000 over their lifetime (similar to the results of the Conference Board of Canada study).
- 50% more likely to volunteer and 13% more likely to give to charity.
- 60% more likely to report feeling consistently happy and 45% more likely to report feeling consistently confident.
- 50% more likely to have a strong social network.

Both mentor and mentee can benefit from involvement in mentorship program (The Mentoring Partnership of Southwestern PA, Peer Mentor Handbook).

Expected benefits for mentors are:

- Improved communication skills
- Improved reasoning skills
- Increased empathy
- Increased self-esteem
- Improved conflict resolution skills
- Improved organizational skills
- Gained better understanding of their own experiences and challenges.

Expected benefits for mentees are:

- Improved social skills
- Greater feeling of belonging to the community
- Decreased feeling of social isolation
- Decreased rate of engaging in risk behaviour
- Greater rate of finding and keeping job
- Greater rate of academic success for those that continue education.

3. Are there any risks in running mentorship program?

Recent mentoring research even indicates that a short-lived, less-than-positive mentoring relationship (a hallmark of programs that are not well designed) can actually have a negative impact on participating youth (Garringer & Jucovy, 2007, p.iii).

Early termination of mentorship can leave young person in worse condition than before mentoring relationship began. Youth from alternative care are more vulnerable and at greater risk of ending relationship with mentor if mentorship program is not planned and designed well. These programmes deserve proper training, engagement, match and support.

4. What are characteristics of good mentorship program for youth in alternative care?

Effective mentorship programs for youth from alternative care have same unique characteristics (Education Development Centre, Mentoring Youth in Foster Care)

- Mentors should be aware that their mentee may have problems with developing a close, trusting relationship with them as a result of having experienced neglect or abuse
- Both mentors and mentee should have a great deal of support from program staff
- A program focus that goes beyond building usual mentoring relationships to helping youth develop life skills, such as problem-solving and goal-setting, job training, managing finances, household and finding proper accommodation
- Networking and linkages to community resources and services to enable youth for successful transition to independent life when they age out of alternative care

Beside these specific characteristics, we have to take into account basic good mentorship program features ("Dr. Rhodes in MENTOR/National Mentoring Partnership „How to Build Succesfull Mentoring Program, 2005) :

- Conducting reasonably intensive screening of potential mentors;
- Making matches based on interests that both the mentor and the mentee share;
- Providing more than six hours of training for mentors; and
- Offering post-match training and support.

5. Elements of a safe and effective mentoring program

- a. Program design and planning
- b. Program management
- c. Program operations
- d. Evaluation

5.1. Program design and planning

- Defining population that the program will serve
- We will work with youth from alternative care, but it would be good to think about these factors and define them:
- Youth from foster families or institutions, or both
 - Youth with or without some specific problems: behavioural problems, disabilities, migrant children etc.

- Age – since we will work with youth in transition period from care to independent life, age group will be from 16 to 25 years
- Gender – in this project we will work with boys and girls
- Mentoring need – improvement of life and social skills. If your group of potential mentees has some specific problems, you can add more needs here.

- Identification of mentors

Includes 2 main action:

- Defining desirable characteristics of mentor
- Deciding about how and where to recruit mentors.

- Program goal and accomplishment – increase level of available support for young people in transition from alternative care to independent life, improved life skills of young people and decreases level of social isolation.

- Nature of mentoring sessions – our mentorship program will focus on building relationship between mentor and mentee where mentor will serve as a role model and life coach. Primary goal is a social and life skills development. Mentor and mentee will decide about the type of activity they'll do together, based on their interests.

- Define when mentoring will take place – for our program ideal will be that mentoring starts before young person leaves the system. In that way a trusting relationship can be developed before a big change and ease positive transfer from mentor on mentee. Also, it would give a sense of stability and continuation in life. Mentorship program should last 6 months and could be extended for 6 more if mentee express a need and desire for that.

- Frequency of the meetings – it would be good to have flexibility around this and to adjust frequency of the meetings to the needs of mentee as well as to the disposition of mentor. Some basic rules should be agreed, such as not less than 2 times a month and more than 8 times a month.

- Define a place where mentors and mentees will meet – this mentorship program will have characteristics of community-based mentorship

- ✓ mentor and mentee will decide where and when mentoring activities will happen

- ✓ no specific place – it will depend on the kind of activity that mentor, and mentee choose

- ✓ can take various forms – cultural and sport events, tutoring, life skills development...

- ✓ involves higher level of risk management since meetings happen in community, outside of supervision

- ✓ requires regular supervision and support.

- Evaluation – we should develop evaluation lists and/or interview for mentors and mentees, that will include satisfaction with their relationship, satisfaction and quality of support from the organisation, meeting goals achievement...
- Case management protocol should be established – this protocol should arrange a way and frequency of contacts with mentors and mentees, so that some troubles in relationship could be resolved on time and successfully.

5.2. Program management

Management of the mentorship program includes these tasks:

- Managing the overall program
- Developing procedures for recruiting young people
- Cultivating and maintaining all necessary external contacts and relationships for implementing and maintaining the mentorship program (e.g., with partner organizations, associates,)
- Recruiting, screening, training and supervising mentors;
- Matching mentor pairs;
- Developing and maintaining all records, policies and procedures;
- Coordinating mentoring activities;
- Checking in regularly with mentors and offering ongoing support;
- Developing a plan to evaluate the program,
- Documenting development of the mentor program.

These duties should manage one staff member – coordinator.

5.3. Program operations

- ✓ Recruitment plan
- ✓ Screening process
- ✓ Orient mentors and mentees (foster parents and educators, if needed)
- ✓ Training for mentors
- ✓ Organize first mentoring session in organisation
- ✓ Match mentors and mentees
- ✓ Supervision and support of mentors
- ✓ Monitoring of mentoring relationships
- ✓ Help mentor and mentee reach closure.

PROGRAM OPERATIONS

1. Recruitment plan

Basic characteristic of our mentor will be that they have had experience of living in alternative care.

Other characteristics that our mentors should have:

- Personal commitment to be mentor for at least 6 months
- Respect for individuals and for their abilities and their right to make their own choices in life. Although they have similar life experience as their mentees they should not press their ways dealing with problems as the only right ways. They have to respect the mentee and their choices.
- Ability to listen and accept different point of views
- Ability to empathise with another person
- Flexibility and openness
- Be older than 20 and younger than 35

Possible ways of recruiting mentors:

- NGOs (foster parents associations, civil society organisations that work with youth from alternative care...)
- Social welfare centres
- Youth facilities
- Calls on internet and Facebook pages

2. Screening process

Process of selecting mentors:

1. Interview with mentor
2. Recommendation from contact organisations and institutions
3. Foster parents' recommendations
4. Checking for criminal records (especially if they would accompany minors)

Sample questions for interviewing potential mentors:

1. Describe your life circumstances
2. What are your expectations of being mentor?
3. How do you feel about being in foster care or institution?
4. Who are your persons of trust and support?
5. What was of most help and who helped you the most during transition from alternative care to independent life?
6. What interests and hobbies do you have?
7. What kind of music do you like?
8. How do you handle opposite opinions?
9. How do you resolve conflicts? Do you withdraw or try to find best solutions in discussion?
10. How do you withstand failures?

11. How would you describe yourself?
12. Do you have some expectations about your mentee – who should that be (introvert, extrovert, good in school, boy or girl etc.)

Process of screening mentee

- Interview with mentee
- Information from foster parents or educators in the institution.

Sample questions for interviewing mentee:

1. Do you understand what mentoring is about and why (person who runs interview can help clarify this)?
2. What expectations do you have from your mentor?
3. Do you want your mentor to have some specific interests?
4. Is it important to you if your mentor is a man or women?
5. Describe yourself in few sentences? What would other people tell about you? Are you shy, or you approach to people easily?
6. Do you have some hobbies or some special interests?
7. What kind of music do you listen to?
8. How do you handle conflicts? Describe one.

3. Orient mentors and mentee (foster parents and educators, if needed)

Organize separate group meeting with mentors and with mentees. If mentees are still living with foster parents or are minors than you should include their foster parents and educators (if they are coming from institutional care. If group meeting is not possible to organize, meet with them individually.

Information to be shared with mentors:

- Welcoming and thanking them for getting involved in mentorship
- Presenting project team members and introducing coordinator of mentorship program
- Presenting them project goals and activities as well as mentorship program goals
- Introducing them to their obligations:
 - Regular meetings with mentee 4 times a month per 6 months (maybe this could be less and leave that to their decision, but they have to be ready for 4 times a month)
 - Introductory training (4 hours)
 - Participation on supervisions – once a month (group supervisions)
 - Informing coordinator about any problems
 - Stick to the rules that would be present to them during introductory training
 - Introducing them with Case management protocol (in appendix)
 - What they would get from this experience:
 - Improved communication skills
 - Increased self-esteem and self-confidence
 - Increased empathy
 - Improved organizational skills.

Information to be shared with mentees (foster parents and educators, if needed):

- Welcoming and thanking them for getting involved in mentorship
- Presenting them project goals and activities as well as mentorship program goals
- Introducing project team members and coordinator of mentorship program
- Introducing them with Case management protocol

4. Training for mentors

Topics that should be included in training:

4.1. Role of mentors (*The Mentoring Partnership from Southwestern Pennsylvania, Peer Mentor Handbook*):

- Model behaviour - use your behaviour to promote positive development in your mentee. What you do is equally important to what you say
- Focus on positive – try to approach problems with optimism
- Encourage – help your mentee build self-esteem and self confidence.

Self-esteem refers to how you feel about yourself – sense of self-worth and personal worth. It develops from experiences and situations that make your view of yourself today.

Self-confidence is connected to how you feel about your abilities and it can vary from situation to situation.

When you love yourself, your self-esteem improves and makes you more confident. Also, if you are confident in some areas in your life, you begin to increase sense of esteem.

Building self-esteem is a crucial part of being a peer mentor. Try to pay attention to your mentee's self-esteem throughout your relationship (The Mentoring Partnership from Southwestern Pennsylvania, Peer Mentor Handbook, p.5).

<i>Signs of Healthy Self-Esteem</i>	<i>Signs of Low Self-Esteem</i>
✓ <i>Enjoys interacting with others/comfortable in social settings</i> ✓ <i>Ability to voice discontent without belittling themselves or others</i> ✓ <i>Work towards solving issues that arise</i> ✓ <i>Generally optimistic</i> ✓ <i>Realistic grasp of their own strengths and weaknesses</i> ✓ <i>Usually happy and content</i> ✓ <i>Can laugh at themselves</i> ✓ <i>Makes realistic goals</i> ✓ <i>Actively participates in</i>	✓ <i>Resistance to change – unwilling to try new things</i> ✓ <i>Negative self-talk – “I’m stupid,” “I can’t do anything right”</i> ✓ <i>View setbacks as permanent and unchangeable</i> ✓ <i>Generally pessimistic</i> ✓ <i>Lack of self-confidence and a negative self-image</i> ✓ <i>Prone to anxiety and depression</i> ✓ <i>Needs constant reassurance</i> ✓ <i>Prone to perfectionism</i> ✓ <i>Trouble communicating needs</i>

<i>conversation and stands up for what they think</i>	<i>and feelings</i>
✓ <i>Cooperates easily with others</i>	✓ <i>Overly aggressive, trouble sharing</i>

(retrieved from Peer Mentor Handbook, The Mentoring Partnership from Southwestern Pennsylvania, www.mentoringpitzsburg.org)

Your duties:

- ✓ To be a positive role model to your mentee
- ✓ To support your mentee in reaching his/her goal
- ✓ To make some impact in your mentee's life

You have to be prepared on:

- ✓ Some frustrations as mentor
- ✓ Some changes
- ✓ Decreasing your expectations from your mentee

Your role does not include:

- To save your mentee
- Quickly and big changes
- Your goals to match with your mentee's goals
- Being best friend

You have to be prepared:

- That your mentee will not schedule meetings
- That your mentee may not recognize your efforts and impact on them. At least not during your relationship.

4.2. Stages of your relationship

- a) Introduction – getting to know each other
 - Introduce yourself
 - Share some personal information about yourself and ask your mentee to share some personal information with you. Ask him/her questions but don't insist on answers.
 - Incorporate fun – find ways to laugh together
 - Be patient, not judgemental and open
- b) Enhancing
 - Explore interests – what they like and dislike, what make them happy and bring them joy
 - Set goals – since this program is about building life and social skills you will talk with your mentee how can you be of help/support to him/her in dealing with everyday problem. Define frequency of your meetings, thing to do together, places of your meetings and ways of contacting each other
 - Be supportive – encourage your mentee to talk about his/her troubles and doubts.
- c) Sustaining

In this stage it is supposed that you have established trust and your relationship is focused on reaching set goals.

d) Ending relationship – transition

You and your mentee have to prepare for ending this relationship, and the best way to do that is to talk about it – your feelings and expectations. You can decide how your relationship would look like when this project is over. Celebrate and appreciate a time you have spent together.

4.3. Setting boundaries

Setting boundaries helps in getting realistic expectations and avoiding some awkward situations.

Mentors should be aware of the three types of boundaries (Rennie, 2016, p.89):

- **Physical**

- Mentors should be clear with their mentee about what type of physical contact is appropriate (hugs, touching, kisses...)

- **Emotional**

- Deciding what and how much personal information to share with the mentee can be challenging. The mentee may bring up sensitive issues such as sexual activity or drug use. Mentors need to listen without judging and remember to keep such conversations confidential unless the mentee or someone else may be harmed. How much information mentors share about themselves will depend upon mentors. If they are not comfortable with sharing some information, they should not share them.

- **Social**

- Mentor and mentee should follow specific guidelines about the meeting schedule given by organisation. Mentors need to be clear about how often and what type of contact is appropriate and how to handle requests by the mentee to meet more often than suggested by organisation or talk on the phone every day.

Some boundaries will be set by the organisation and some you have to communicate with your mentee.

Boundaries that organisation is setting:

- Mentors will not borrow money from mentee
- Home visits have to be announced to coordinator and discussed with him
- There is no stay overnight at mentor or mentee's apartment
- No alcohol during mentor and mentee meeting should be used.

Other boundaries you should discuss with your mentee, like:

- What topics are off-limits
- Words that are off-limits
- Types of behaviour that are off-limits.

4.4. Communication skills

Since success of mentorship program depends on relationship between mentor and mentee it is important to be aware and work on developing communication skills as (The Mentoring Partnership from Southwestern Pennsylvania, Peer Mentor Handbook; The Mentoring Partnership from Southwestern Pennsylvania, 1995):

a) Active listening

Active listening serves the purpose of earning the trust of others and helping you to understand their situations. It is a process of listening attentively while someone else speaks, paraphrasing and reflecting what is said, and withholding judgment and advice.

Paraphrasing means formulating someone else's sentences in your own words, without changing the meaning of the original text.

Example:

"He is driving me crazy"

Paraphrase: *"I understand that he is making you feel very nervous"*

b) Open-ended questions

These questions cannot be answer with "yes" or "no" but require the whole sentences and open possibility for continuing conversation.

Example:

Close-ended question: *Are you OK today?*

Open-ended question: *How are you feeling today?*

c) "I" statements

These statements start with expression of your opinion, feeling or experience.

Example:

Instead of saying *"You are immature and cannot take responsibilities"* you say *"When you didn't show up for our meeting, I was so frustrated. Why you didn't come?"*

Note: You can give more examples or different examples.

You can do some exercise of active listening, putting open-ended questions and using I statement in communication.

4.5. Reporting a problem

You are not responsible for every problem that your mentee may have, and some problems require that you report them to coordinator.

When you decide to report a problem, you should tell that to your mentee and explain that you are doing that because you are concern for his/her wellbeing.

Problems that you have to report to your coordinator, if your mentee is minor (if your mentee is not minor than you report only if mentee behaviour is harmful to others or himself):

a) Substance abuse

b) Mental health issues (like prolonged sadness, talking about death or dying, anxiety etc.)

c) Violent behaviour

- d) General warning signs (sever mood swings, spending a lot time alone, sleeping problems ...)

5. Matching mentor and mentee

In matching process, we will use pre established criteria, which may include these points of compatibility (checked during interview with mentors and mentees):

- Personal preferences – mentors and mentees may want someone of the same gender, certain age Whenever it is possible, we should meet these requests
- Temperament – try to ensure that personality and behaviour style match
- Life experience and interests – hobbies, life style, experience of foster family or institutions...

Also, let mentors and mentee know that there is a possibility to request different mentor or mentee if original match is not satisfactory even after reasonable efforts.

6. Supervision

Monthly supervisions for mentors should be organized as group supervision run by coordinator or other program staff.

These sessions will give opportunity for mentors to discuss al doubts and to reinforce themselves and learn.

Evidence of supervisions should include attendance list and short narrative report done by supervisor.

7. Evaluation

We will implement 2 types of evaluation:

- A) Process evaluation – gives information about implementation of program according to plan and weather changes are needed (e.g. difficulties in recruiting mentors or finding mentees, drop-out of mentor)
- B) Outcome evaluation – gives information about effects of mentorship program.

Process evaluation

Coordinator will collect these data:

- Number of interested mentors and mentees (evidence list)
- Number of matches (evidence list)
- Length of matches (coordinator will collect data from mentors on monthly base)
- Frequency and duration of meetings (coordinator will collect data from mentors on monthly base. Mentors should write short report about their meetings – reporting form in appendix).

Outcome evaluation

Data that we will collect will give us information:

- Mentor assessment of overall satisfaction with program: training, support, supervisions, matching process, success of mentor relationship and suggestions for improvements. This can be done by questioners that we will create for this purpose and implemented at the end of mentorship program, except for training (implemented at the end of training)
- Mentees assessment of the overall satisfaction with program: matching process, success of mentor relationship, support from the organisation and suggestions for improvements. This can be done by questioners that we will create for this purpose.
- Staff personnel self-assessment on success of the program and suggestion for improvements. This can be done by questioner that we will create for this purpose.

Coordinator, together with project manager should make evaluation report.

8. Mentoring on distance - on-line or phone mentoring

Since youngsters from alternative care are often settled in distance villages or towns and especially if they are from foster families, not all together are in youth facilities, a need for on-line mentoring occurred.

It was also mentioned at group meeting of youngsters from alternative care and those that have left alternative care recently that it would be good to have a possibility of on-line or phone mentoring.

We have decided to create possibility for implementing this kind of mentoring.

Here are some specific actions that should be implemented in this kind of mentoring:

1. Screening process

Follow the same rules and steps explained above, except you can use phone communication for the first contact and then e-mail or skype communication for further exchange of information (collect answers on sample questions).

This process should end with phone communication and letting know youngsters:

- if they have been chosen for participating in the programme
- next steps
- dynamic of the next steps

2. Orient mentors and mentees (foster parents and educators, if needed)

Information to be shared with mentors and mentees (foster parents and educators, if needed), can be sent by e-mail.

Both, mentors and mentees and their foster parents and educators should get contact information: coordinator's mobile phone number and e-mail and project manager mobile phone number and e-mail.

3. Training for mentors

If it is not possible to organize training face to face, it can be done by skype or by e-mail.

If you organize e-mail training than it would be good that training materials, at the end of each topic, have questions (yes or no) on which future mentors should answer. If they choose wrong answer, there should be explanation that lead to correct answer.

4. Matching mentor and mentee

It should be done according to guideline mentioned above.

5. Supervision

Whenever possible it is good to organize group supervision or face-to-face supervision. If that is not possible, then phone supervision should be done at least one a month.

6. Evaluation

Evaluation should be done as explained in the text mentioned above.

Literature:

1. Bourgoin, J. Growth mindset for mentors toolkit. The National Mentoring Partnership. Available at: https://www.mentoring.org/new-site/wp-content/uploads/2017/12/171214_mentor_growthmindset_FINAL.pdf.
2. DuBois, D. L., & Karcher, M. J. (2005). Youth mentoring. Handbook of youth mentoring.
3. Education development Centre (2008), Mentoring Youth in Foster Care. Available at: <http://reachga.org/wp-content/uploads/2016/08/Mentoring-Youth-in-Foster-Care.pdf>.
4. Garringer, M. & Jucovy, L. (2007). Building relationships: a guide for a new mentors. The Hamilton Fish Institute on School and Community Violence & The National Mentoring Center at Northwest Regional Educational Laboratory. Available at: <https://educationnorthwest.org/sites/default/files/effective-strategies-for-providing-quality-youth-mentoring-in-schools2.pdf>.
5. MENTOR/National Mentoring Partnership (2005). How to build a successful mentoring program using the elements of effective practise. Online version of the tool kit available at: https://www.mentoring.org/new-site/wp-content/uploads/2015/09/Full_Toolkit.pdf.
6. Rennie, P. (2016). Guide to effective practices in mentoring. Big Brothers and Big Sister of Canada. Available at: https://bigbrothersbigsisters.ca/wp-content/uploads/2018/02/YiC_BBSC-Min_of_Youth_w_appendices_v0.3_lite.pdf.
7. Rummell, C. (2015). Mentor toolkit. AARP Foudatin, Experience Corps. Available at: https://nationalmentoringresourcecenter.org/images/PDF/Experience_Corps_Mentor_Toolkit.pdf.
8. Mentor/National Mentoring Partnership (2003), Elements of Effective Prattice, Avalibale at: <https://files.eric.ed.gov/fulltext/ED502219.pdf>
9. The Mentoring Partnership of Southwestern PA. Peer mentor Handbook. Available at: <http://www.mentoringpittsburgh.org/media/W1siZiIsIjIwMTcvMDkvMDYvYXpzZW5qNmwzX1BIZXJfTWVudG9yaW5nX0hhbmRib29rLnBkZiJdXQ/Peer%20Mentoring%20Handbook.pdf>.
10. USPTO – Leadership Development Program (2010). How to build a mentoring program - A Mentoring Program Toolkit. Available at: <https://www.opm.gov/Wiki/uploads/docs/Wiki/OPM/training/Mentoring%20Toolkit%203-18-10.pdf>.
11. What Makes Mentoring Work?," written for the Research Corner at Mentoring.org

Appendix

1. Monthly reporting form for mentors

Name of mentor			
Name of mentee			
Month			
Monthly meetings			
	Date	Meeting place	Activity
I week			
Please, write some information about meeting if you think are important			
II week			
Please, write some information about meeting if you think are important			
III week			
Please, write some information about meeting if you think are important			
IV week			
Please, write some information about meeting if you think are important			
	Please, ad here information if you had more than 4 meeting a month		
	Date	Meeting place	Activity
I week			
Please, write some information about meeting if you think are important			
II week			
Please, write some information about meeting if you think are important			
III week			
Please, write some information about meeting if you think are important			
IV week			

Please, write some information about meeting if you think are important		
If you didn't have all planned meetings, please explain		
Do you see any progress with mentee?	YES	Explain in brief
Education		
Employment		
Housing		
Social life		
Working with others		
Setting and achieving goals		
Managing feelings		
Anything else that you consider important		
Do you have any concerns about wellbeing of your mentee? Please explain		

2. Case management protocol

1. Mentors and mentees have to go through screening process done by organisation staff.
2. Mentees and/or their foster parents and educators, as well as mentors will participate in orientations sessions – one for mentees and one for mentors
3. Matching process will be done by coordinator.
4. Mentees and mentors can contact coordinator for any problem that occur in their relationship and will be given appropriate support.
5. Both, mentor and mentee, can ask for changing a match if, for any reason their relationship is not satisfying. If appropriate match cannot be found, mentee will not be included in further mentorship activity.
6. If mentee does not attend scheduled meeting 2 times in one month, mentor should report that to coordinator and coordinator will contact mentee to find out what is the problem.
7. If mentor report problem from section 4.5. to coordinator, then coordinator will schedule meeting with mentee to discuss problem. If mentee is minor, after that first meeting with mentee his foster parents or educators will be invited for meeting. If minor does not occur on first meeting, his foster parents or educators will be informed about problem.
8. Coordinator, in cooperation with project manager, will find appropriate help and support for reported problems and contact other organisations or institution, if needed.
9. Mentors should attend regular supervision meetings. If they cannot come to a meeting, they should report that to coordinator, on time. In some cases, individual supervisions can be organized, if mentor can not attend group supervision for objective reasons.
10. In the case that mentor does not attend supervisions (more than 3 sessions) and does not come for individual supervision, he will be no longer able to participate in this mentorship program and his/her mentee will be given another mentor. Coordinator will contact mentee to explain situation to him/her.
11. Coordinator will collect monthly reports from mentors, organise supervision meetings and collect evaluations.
12. Coordinator will contact mentee, by phone and/or face-to-face each 2 months to check up how relationship with mentor is going. If mentees are minors, coordinator will contact their foster parents or educators, as well.