



Training Course

B.E.A.M.

BETTER ESC WITH ACTIVE MENTORS

Bologna, 24th - 29th of October

2021

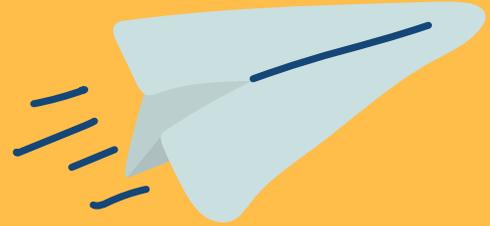


Co-funded by the
Erasmus+ Programme
of the European Union



About the project

Aim



The overall project objective was to train the profile of the mentor through the acquisition of competences in reflecting and in managing educational process of volunteers with the aim of contributing, in the long term, to the improvement of the youth work's quality and of the educational value of a European Solidarity Corps' experience.



Specific Objectives

 - Improving information on the relevance that the figure of the mentor and the support activities cover during ESC experiences by providing the necessary information on these issues.

 - Improving the quality of a mentor's profile by promoting the acquisition of skills, knowledge and tools in the field of leadership and non-formal education to enable them to effectively perform their function during future projects and then to submit them to the organizations of origin or, in the long run, extend them to a broader level.





- Providing participants with the tools to share and practice the skills acquired in future EVS experiences through activities that simulate the application of individual or group reflection practices and activities. These activities are proposed so that the experience offered by European Solidarity Corps is profitable both on a personal and professional level expanding the possibilities of learning by paying particular attention to the awareness of how to transfer transversal skills in their life.

Provide participants with the **TOOLS** to share and practice the **SKILLS** acquired in **FUTURE ESC EXPERIENCES** through activities that simulate the application of individual or **group reflection, practices and activities**

Improve the Knowledge on the role of the **mentor** and the **Support** activities covered during **ESC EXPERIENCES**

Improve the quality of a mentor's profile by promoting the acquisition of **skills, Knowledge** and **tools** in the field of leadership and non-formal education to enable them to effectively perform their function during **FUTURE PROJECTS**

Methods



The activities have been carried out through an interactive and highly participatory holistic approach and implemented through educational tools which have been exclusively non-formal: self-reflection processes, group work, world cafes, round tables, brainstorming, role play games, composition of SWOT matrices and simulations.

The work process has been conducted by sharing mutual experiences and good practices, starting from the assessment of learning needs: participants have been actors and creators of the training process.

Participants

The target group identified for this training is composed of ex-volunteers with previous experience in ESC projects, youth workers or young people with previous knowledge on the YouthPass who want to become mentors or have already started on this path but lack of an adequate training.

Project Partners



Scambieuropei

Is an association dedicated to youth to provide and promote mobility opportunities for young people to support them improving their social, personal and professional skills. It undertakes several initiatives to promote and enhance active European citizenship, intercultural communication, social integration, media and journalism.



Associacao Juvenil Synergia

SYAJ wants to contribute to the consolidation and streamlining of the fabric of society and be an important factor of social transformation and innovation. This is how Synergia is identified as being an important means for young people's voice, for their ideas and opinions.



Akdeniz Ucuncu Goz Egitim ve Genclik Derneği



3rd eye assosiation of Mediterranean was founded in 2009 to protect the environment and natural life with the collaboration of the local community and youth in Mersin. The assosiation takes care of the sea turtles that leave their eggs in the coasts of Mersin and are at risk of extinction. The assosiation is an EVS/ESC coordinating organization that provides courses for young people and increase the environmental and European citizenship awareness among volunteers.

Asociacion Juvenil Intercambia



Is a youth association that aims to spread intercultural learning through non-formal education and youth programs to encourage youth participation in international contexts. Through projects, Intercambia wants to reduce barriers between countries, overcoming racism and promoting tolerance between different cultures.



Armenian Progressive Youth



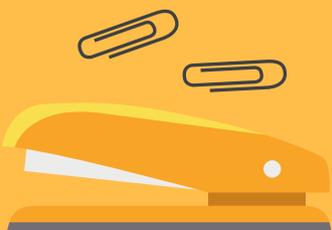
(APY) was founded in Yerevan in 2009 by a group of young people. Today it is an association of with many local and international volunteers, several members and

direct/indirect beneficiaries from Armenia and Europe.

The mission of the association is to promote active citizenship and active participation of young people in civic life, especially with regard to marginalized youth.

Center For Euroinitiatives

CEI is a non-profit association that wants to promote the education of Ukraine according to the European standards, introducing democratic values and developing civil society using non-formal methodology. Founded in 2008, the association consists of a team of experts in youth work and international experiences. They promote the idea of peace, national unity, human rights, gender quality, democratic values in Ukrainian society and develop intercultural projects.



Activities

25

team building

training presentation

Coffee break

"Expectation & Fears"
Fiera NGO

Lunch break

Brainstorming:
why am I here?

youthpass [1]

26

Why a mentor?

Who is a mentor?
be a wise mentor

Meet the
volunteers
+
Mentor in
practice

27

youthpass [2] swot
matrix

transmitting
competences

TOUR
CITY ♡

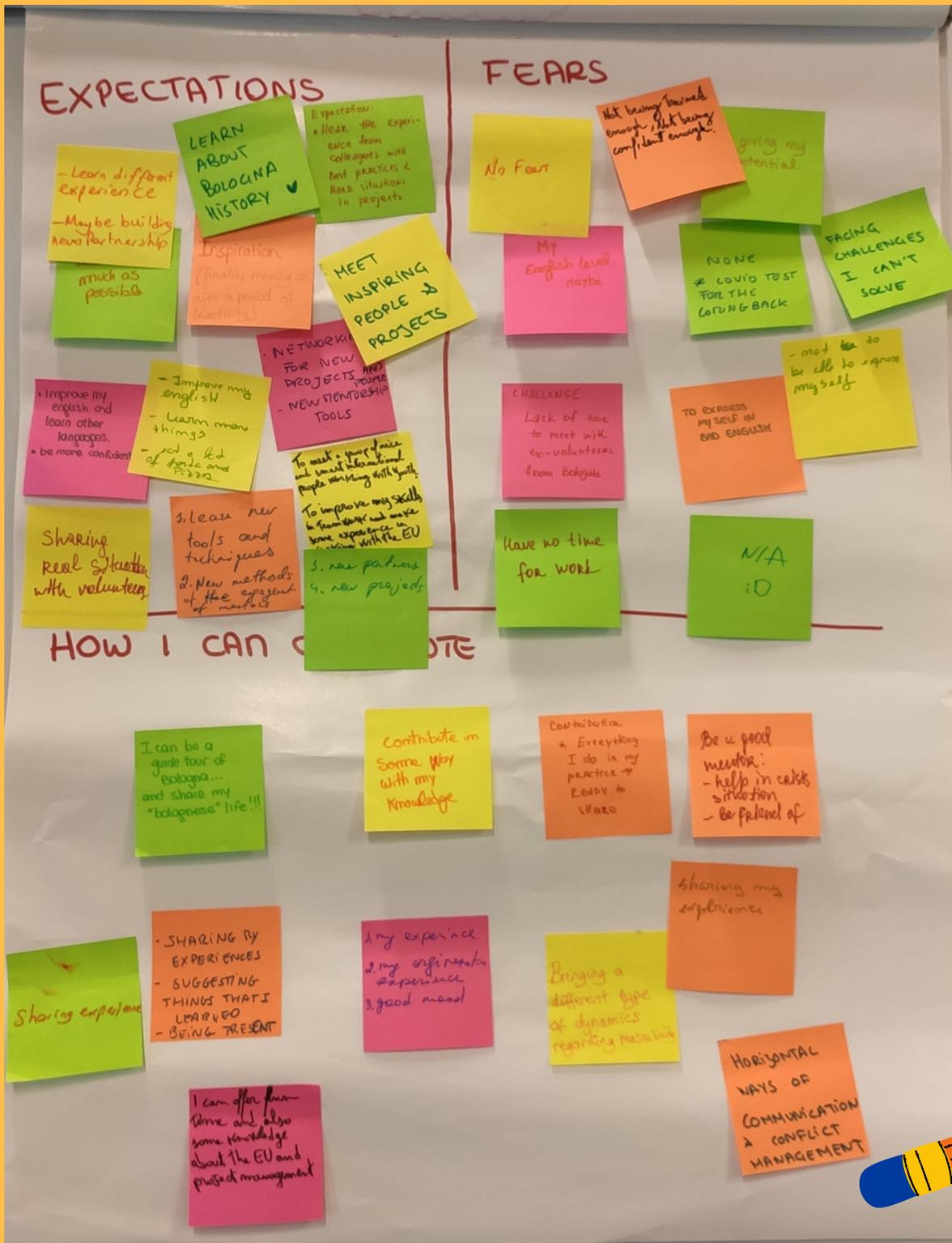
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energizer and
morning learning
individual reflection

Collection of
practice + toolkit

follow-up and
evaluation





1. What you expect to develop, understand or learn this week? 2. What do you plan to contribute to the week? 3. What are your fears for the week

Goal: To provide a basis for establishing common guidelines for effective training by engaging participants in the learning process by initiating reflection on their own goals and expectations.

Why am I here?

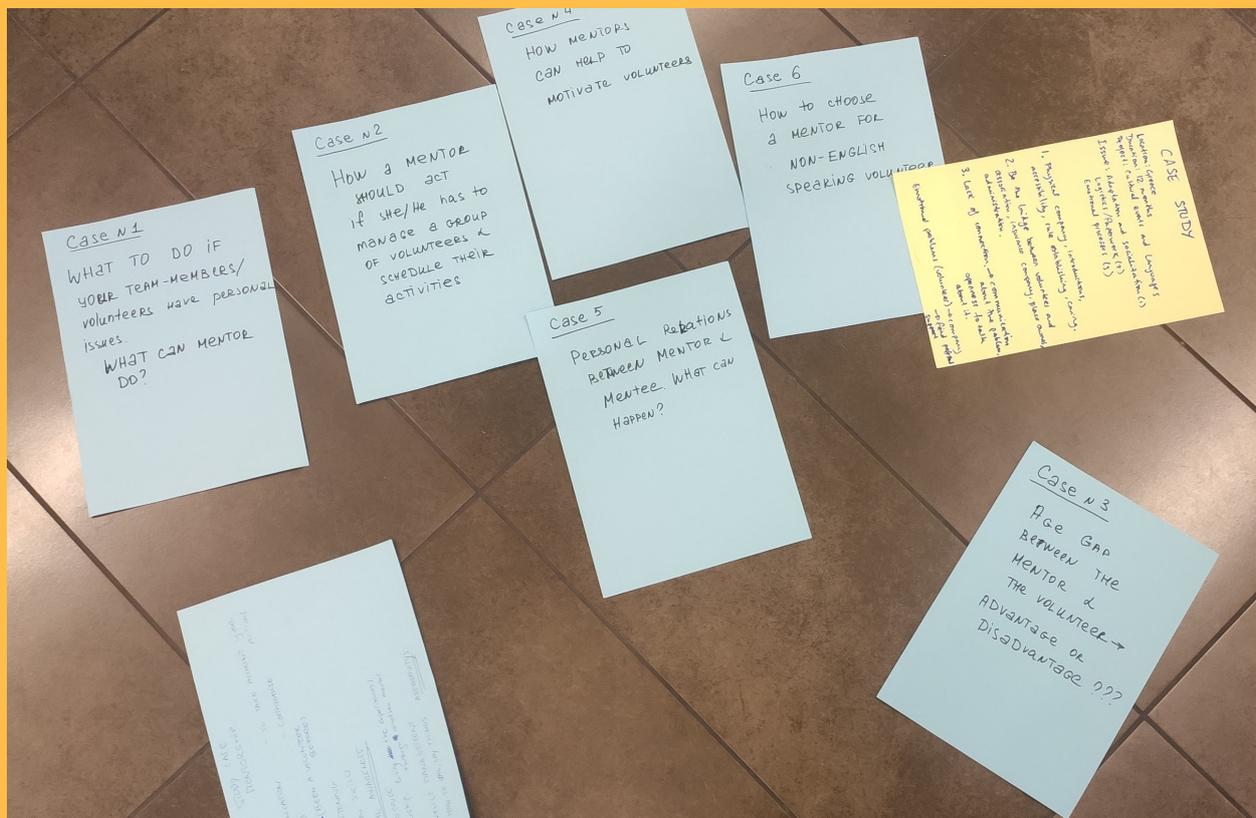
Brainstorming and group sharing related to the questionnaire completed in pre-departure preparation. Participants divided into groups, discussed their previous ESC experiences and each highlighted and presented situations in which a mentor was helpful or situations in which they would have needed one.

Goal: To reflect on previous ESC experiences and the importance of the mentor's role through case studies of each organization/previous experience where there was or would have been a need for a mentor's intervention to understand the needs and characteristics of that profile.

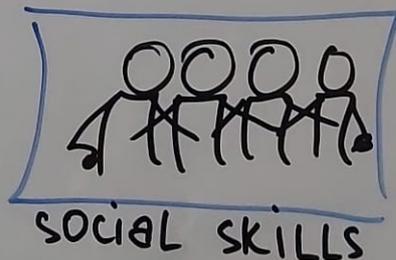
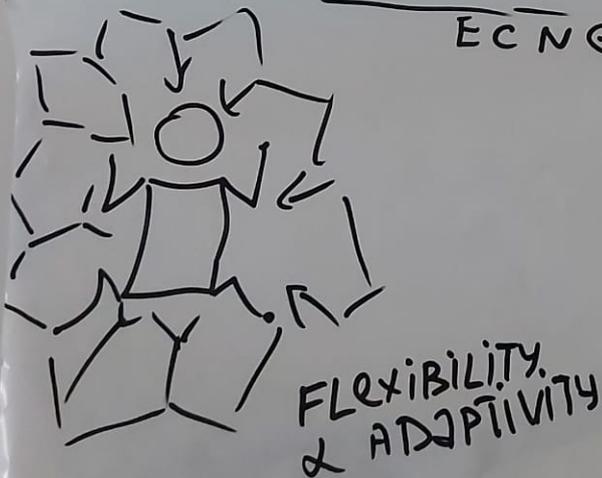
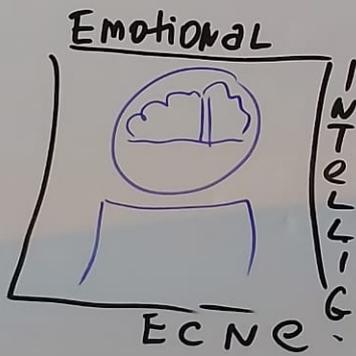
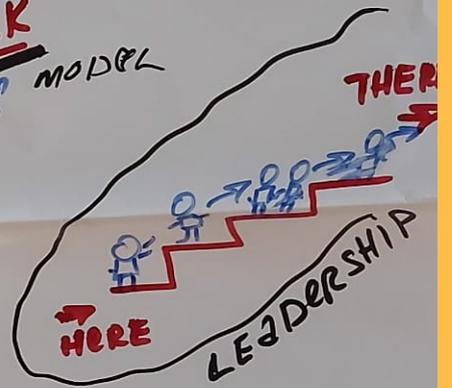
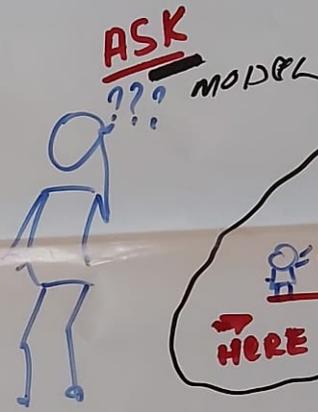
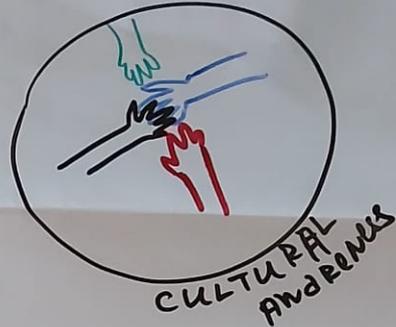
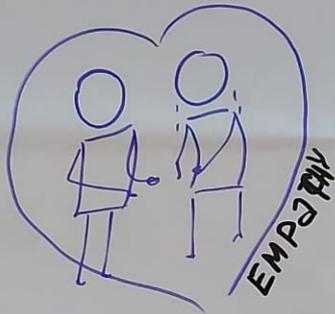


Who is a mentor?

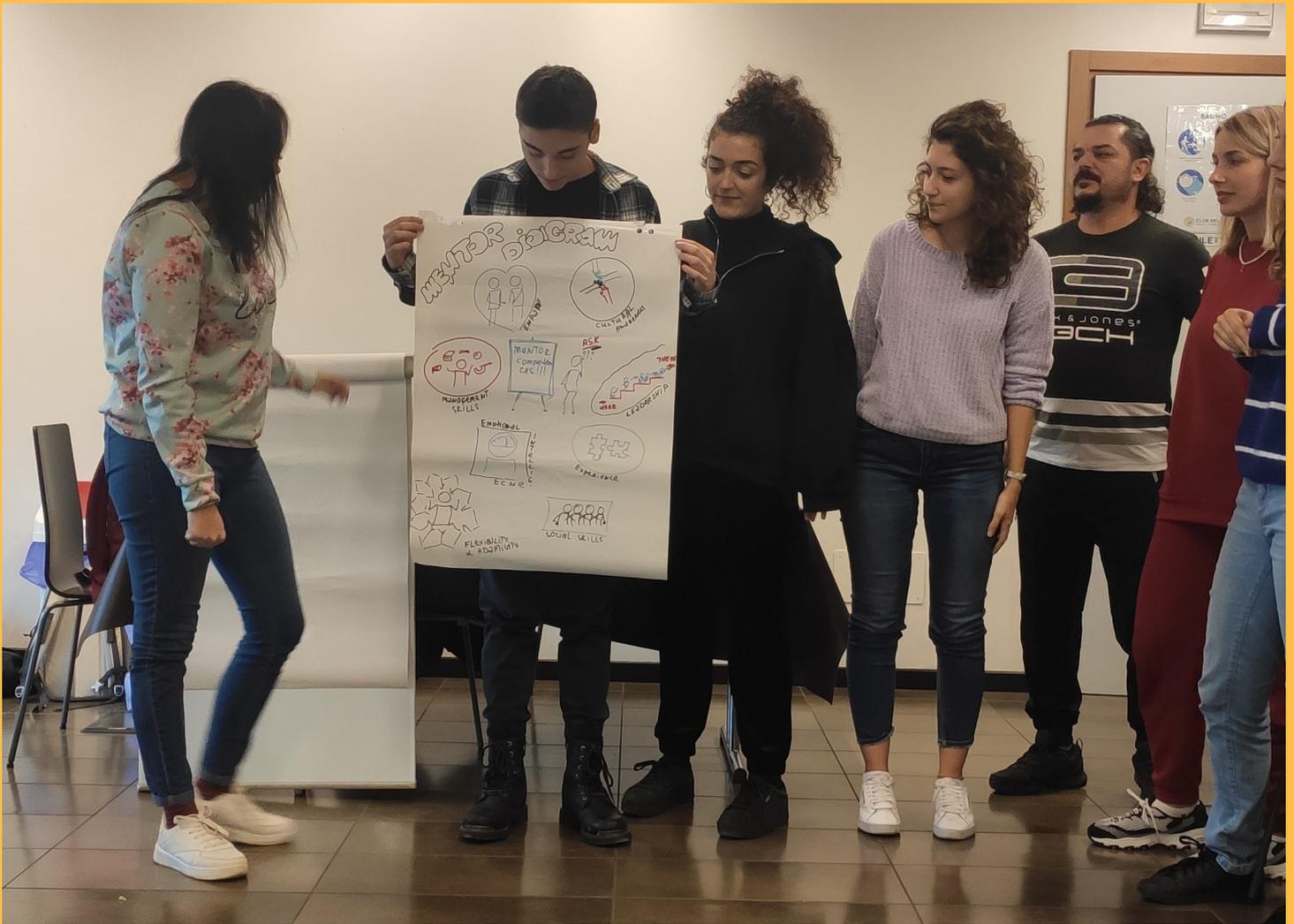
Roundtables to reflect on the role of the mentor in an ESC experience and their main functions (specifically: Supporting, Guiding, Connecting). Participants identified examples and metaphors to understand and explain each task in detail. World Cafe as a graphic expression activity to understand what are the competencies of a mentor - aimed at bringing out the skills and competencies needed to best perform the role of a mentor in an ESC experience: each participant wrote down some adjectives, skills or competencies that he/she considers necessary in the role of a mentor. This was followed by group discussions on those skills in order to outline a set of basic fundamental skills/skills according to the full group of participants. In order to foster the creativity of the participants (which will then be transferred to the mentoring activities), the groups will be able to represent the mentor, the adjectives related to it, the skills and competencies in an alternative and creative way.



MENTOR DIAGRAM



Mentor in Practice



Simulation game of conflict situations or emotional loads to be resolved in a creative and assertive way. Participants took turns impersonating the figures of mentor and volunteer trying to recreate possible situations during ESC experiences and to solve problems that may arise. After the simulations there was a moment of general sharing aimed at sharing in group the resolutions of the situations faced during the simulation.

The session ended with a practical simulation of support between mentor and volunteer.

Some of the simulated situations have been:

- The mentor finds out a volunteer is using drugs
 - The volunteer refuses to learn the local language
- 3months into ESC
- Volunteers can't manage team work
 - A volunteer loses motivation and wants to leave the project
 - A volunteer engages in a relationship with an under age member of the target group

Objective: to provide participants with tools and simple activities that can be replicated in their own projects.



Youthpass

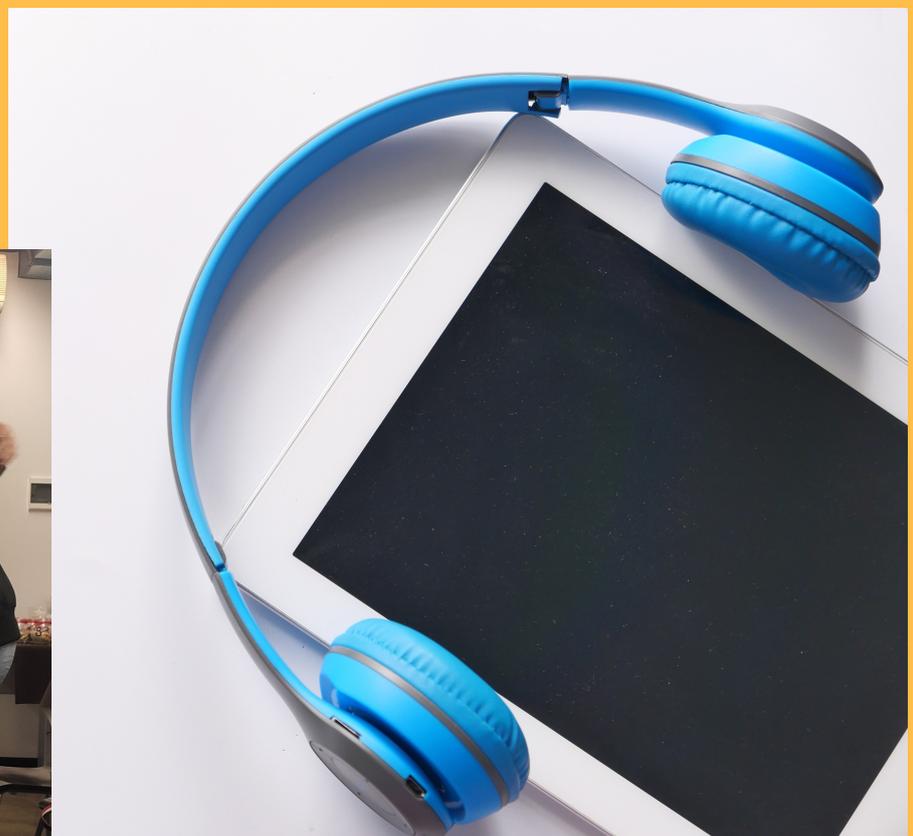
Session dedicated to a focus on the Key competences on which the development of Youthpass is based. Participants were divided in 4 groups and considered 2 Key Competencies per group to then discuss all together; primarily the discussion topics have been "What does the competency in question relate to?", "How can they be developed through an EVS/ESC experience?", "How can they be translated through Youthpass?". Each group, in order to explain the competencies to the group, created a short 5-minute activity in which everyone took part (e.g. for the foreign language competency, propose to the group to translate a famous phrase). Objective: to concretely define and discuss the 8 Key competences that everyone should have in order to achieve personal development and promote non-formal learning and training. The activity lead to a group sharing on what the competences mean in a practical sense by bringing different nuances and skills/attitudes/behaviours that could be placed within a macro-category. The activity also served to stimulate conversation about possible innovations, skills that do not fit within the constructed framework, and if so, how to incorporate them.



Outcomes

The main outcomes of the project have been an exchange of good practices among the associations, the development of new projects ideas and the following recording in which participants share their opinions and reflections on the figure of the Mentor.

<https://www.associazionescambieuropei.org/en/b-e-a-m/>



blabla



Best Practices

* GUIDING TOUR | WELCOMING PARTY
exploring without fear

* HABITS & ROUTINE

cleaning issue (clean. day) - LIMITS & BOUNDARIES
cutting wifi

* DAILY DIARY
(learning process)

* LETTER FOR THE FUTURE ME

* SPLITTING PM

* LANGUAGE CLASSES

* EXPECTED TASKS - LEARN. OUTCOMES

* WEEKLY MEETING

* EVALUATION WITHOUT NAME

* CRITICAL THINKING IN A CONSTRUCTIVE WAY
(PAINTER STORY)

* REINFORCED MENT.

* IF YOU DON'T HAVE THE CAPACITY, DON'T TAKE THEM
↳ Being honest

* SWOT ANALYSIS after 2 weeks

* be practical & context

* lazy volunteer - difficult task

* SECURITY (team & peers)

* COZY ROOM

* ART THERAPY

* TO LIVE IN AN INCLUSIVE ACCOM.
(ie. student dorms)

* OPEN SPACES (to be inclusive from the beginning)

* ENGAGE THE CONTEXT (support team)

* TRAINING ON COMMUNICATION, TRUST, NO FIGHT COMMUNICATION

* PERSONAL PROJECTS



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