Effective Mentoring


Country of submission:
Poland (PL)

Call for projects:
PL 2016 Coordinated Call under Priority Axis IV Social innovation and transnational cooperation, Measure 4.3 TC

Call for projects - Proxy:
PL 2016 Coordinated Call under Priority Axis IV Social innovation and transnational cooperation, Measure 4.3 TC

Title in the national language:
Efektywny Mentoring

Acronym or short denomination:
EM

Measure under which the project is presented in the National language:
Konkurs numer POWR.04.03.00-IP.07-00-004/16 https://www.cpe.gov.pl/aktualnosci/115,lista

Project submitted to the MA/IB responsible for the call:
No

Project lead organisation:
The Centre of Vocational Training and Adult Education no 1 in Warsaw [1]

Languages spoken by the project team:
de
en
pl

Themes:
Inclusion
Youth employment
Learning & skills
Partnership
Migrants

Project Idea summary:
The project is a response to the lack of an effective model supporting pupils and students aged 15+,
the lack of effective methods for training teachers, guidance counselors and specialists in the field of effective prevention from falling out of education system.

This project will effectively prevent pupils and students from falling out of education system. The problem was diagnosed thanks to the analysis of the initial situation in CKZiU No. 1 in Warsaw, which is an institution of Polish education system. This school provides education in different forms such as: secondary technical school of construction, secondary technical school of landscape architecture, middle school and secondary school for adults. The discussed problem affects transnational partners in terms of the lack of effective methods to support young people. In Eskilstuna- Sweden the target group is young refugees. The objective of preventing drop-outs is the same as for the Polish leader, but another aspect is also to facilitate the integration of the refugees into Swedish society.

**Problem addressed:**
According to the EC publication under, 9.3% (2013) of the age group in Finland, are falling out from the education system or the shift from education to work. Reason for this according to Statistical Centre of Finland SCF are e.g. alcohol and drugs use in the family, poverty, lack of dwelling as well as reasons related to health of the family members. Other reasons are feeling of externality and loneliness, which can be affected by this project. The EU average has been 12.0 % (2013). At European level, the need for new supporting activities, especially for young people seeking jobs, has been pointed out e.g. in "Working together for Europe’s young people: A call to action on youth employment" (2013). Also the following EC publication points out the needs for the project: European Commission/EACEA/Eurydice/Cedefop, 2014.
"Tackling Early Leaving from Education and Training in Europe: Strategies, Policies and Measures". Eurydice and Cedefop Report. Luxembourg: Publications Office of the European Union. HAMK University has been working with projects like Youth Guarantee and related regional projects. But The EM project does not copy or duplicate any projects completed within Youth Guarantee. The needs for effective mentoring in Kanta-Häme (Hamburg) have been obvious in the former activities. The problem was diagnosed by the transnational project partners. Especially the need for developing the mentoring system of pupils and students was pointed out by CKZiU No. 1 (transnational project coordinator) in Warsaw, which is an institution of Polish education system. This school provides education in different forms such as secondary technical school of construction, secondary technical school of landscape architecture, middle school and secondary school for adults.

In CKZiU no 1 in Warsaw the rate of dropping out students in school year 2015/2016 was very high, in vocational forms about 30%, in general education forms, middle school and secondary school for adults 60%, which is far higher than the Polish rates on the national level in 2015 -5,3% . The average indicator in the Baltic Sea Region (BSR) was 8.25% which is a lower indicator that the one of the EU-28 average; EU-28: 11% of young people (aged 18-24) in the EU-28 were early leavers from education and training in 2015.

According to the Finnish National Board of Education (FNBE), Finnish National Board of Education (FNBE), the pupils and students falling out from the education system (or the path from education to work) do not form a coherent group.

For example, there are negative and positive reasons for suspending. That is why, we need a mentoring system for individual mentoring of pupils and students. This would be used by teachers, counselors, educators, psychologists, educators and professionals. The leader and the partners of EM project have used the following sources in the topic area:

Transnational cooperation in this project has defined goals, the achievement of which is not possible without foreign partners. The students in the project are people with social, psychological, health, welfare barriers, which require substantial and in-depth support for personal counseling and vocational training, psychopedagogical, teaching and coaching. In some of the project participating institutes educational barriers have been diagnosed by educators and teachers. Psychological and pedagogical analysis has been done. Students have low self-esteem and lack of motivation to learn, they do not find the benefits and future prospects of improving knowledge, are not aware of their strengths and weaknesses. The results of the diagnosed problem is low level of key competences and arrears from the previous stages of education. This causes difficulties in the implementation of school requirements. The target group of the project includes also educators and teachers, who have confronted the various difficulties with students and listeners. Young people do not treat their teachers-educators as an authority. It turns out that the system of psycho-pedagogical support is insufficient due to the time limitations of specialists and professional counselors. Therefore, the use of piloting, examples, good practices and solutions from other countries is useful. We will accomplish monitoring, testing and evaluation of the mentoring program in order to create mentoring models, which are suitable regionally. Apart make the transfer of Hamburg Mentoring Model, we want to use the best practices and experience of our partners from the other participating countries.

The target of the transnational project is to pilot and develop the Hamburg Mentoring Model. The target groups in the participating countries/regional are different, in order to understand the features of the Model and to pilot the model widely. These target groups are different compared to those, which have been tested already in Hamburg.

Transnationally targets groups for individual mentoring of the EM project are:

- Poland: Polish pre-secondary and secondary level students at high risks of becoming ELET or NEET
- Sweden: Immigrants into the labor markets in Sweden
- Finland: Second and third order pupils and students in Finland, which are changing their school or moving to working life.

In the transnational context, the project will pilot the individual mentoring methods themselves with different target groups and different countries, and will learn from each other within the transnational “ring” of the project.

The following problems concern:

1. High number and rate of ELET and dropout students in partnering schools from Baltic Sea Countries.
2. Lack of effective methods in reaching the students at risk of ELET and dropouts in schools and educational institutions.
3. Low level of key competences and basic skills needed to complete matriculation exams, lack of international students exchange of students with learning difficulties.
4. Low self-esteem and knowledge of foreign languages among students.
5. Lack of internal system supporting students in graduating and peer learning.
6. Lack of cooperation between school and parents, school and labour market impreventing to become NEET.
7. High number of absentees.
8. Other problems derived from situation in partnering schools or institutions.

Objectives:
The aim of the project is to develop and implement transnational cooperation in building up a new model of mentoring, which would more effectively support pupils and students 15+ endangered by falling out of the education system. The project encompasses also ESL teachers, educators and
professional and peer mentors who work with target group, in terms of guidance and counseling in Poland, Sweden, Finland. The innovative idea will be used in educational institutions in the countries of the Baltic Sea in the period 01.09.2017-30.09.2019
(Sweden Eskilstuna Municipality 01.01.2017-30.09.2019)
The specific objectives are as follows:

- The analysis of Mentoring Ring Model from Hamburg and the use and adaptation of its components by all transnational partners.
- Exchange of good practices between transnational partners with regard to existing forms of supporting tools for ELET group.
- Creating new innovative approaches to support ELET groups in transnational cooperation.
- Examination of effectiveness of the new solution based on pilot groups for each of the transnational partners.
- The creation of an effective model of mentoring ready to implement into practice by transnational partners.

In Eskilstuna:

- Peer mentoring: previous students of the same immigrant background, who have succeeded in their education and in becoming more integrated in Swedish society.
- Different dates for Eskilstuna.

**Results and deliverables:**
The following main results and products are expected:

- Mentoring models for each partners
- Pilot Group - Best practice, exchange, and feedback from partners
- Report on Pilot group
- Combined report on each countries Pilot Group on mentoring.
- Suggestion for future development of model

The product of transnational cooperation will be establishing the Model of Effective Mentoring which will support young people 15+ at risk of ELET and NEET and methodical guide for counsellors, teachers and specialists and peer mentors.

Mentoring model consists of the following products:

- Mentoring training programs addressed to pupils and students and guidance counsellors, specialists, teachers and peer mentors in forms of teaching formal, informal and non-formal skills in the area of mentoring, supporting disadvantaged groups relevant for each of the partners of national and supranational
- new tools and methods of counselling (mentoring) relevant for each of the partners of national and supranational
- publications, studies and reports relevant for each of the partners of national and supranational
- research and analysis relevant to each of the partners of national and supranational
- Each product project of international cooperation has two dimensions: the idea (a new form of support) and the material form (eg mentoring model with the training programs).
- The product is available and ready to be implemented after finishing work on it. The product is new or modified approach with required description of the content of actions. The description will rely on the proposed model and contain conditions, which must be met for its proper functioning, eg. The product of the project is a model of supporting people 15+, which will take the form of a set of training programs targeted for young people 15+ with guidance for counsellors, teachers, specialists, peer mentors in the form of a ready to use in practice.

The description should also take into account the indicators of result and product which can be
achieved only in transnational cooperation.

The project assumes the following:

- A key indicator of a product - number of institutions (including the beneficiary and national partners who have established transnational cooperation which must be counted separately), which cooperated with a foreign partner in the program, along with the source of measurement (agreement on transnational cooperation): 3

  The moment of measurement, the signing of a partnership between the transnational partners and signing the grant agreement.

- A key indicator of a direct result - the number of institutions that have implemented a new solution - a model of mentoring in cooperation with a foreign partner with the source of measurement (e.g., The resolution of institutions that will implement the solution): 3

- Indicator measures the number of institutions which in cooperation with foreign partners in the program have implemented new solutions. The implementation of the new solution is understood as a ready to use in practice new instrument/tool/approach which is the subject of the project, in accordance with the objectives of the project specified in the grant application. Form of implementation is dependent on the specific nature of the institution and the solution and must be specified in the project application.

- Number of institutions - the beneficiary and national partners who have established transnational cooperation counted separately.

- Moment of measurement – taking a decision by the authority in the form of a resolution regarding the inclusion of new solutions in practice for other institutions. The form of decisions is dependent on the specific nature of the institution and the same solution should be specified in the project application.

- The specific indicator products - the number of developed materials and solutions containing instructions and recommendations for entities which shall implement and develop a new solution. Instructions and recommendations constitute one common material, which includes practical guidelines for the implementation of solutions (manual) and conditions necessary for long-term use of the product – recommendations.

  The specific indicator result will be picked adequately to the scope and purpose of the project.

- The change of pupils, students, teachers, counsellors, and specialists' situation in Eskilstuna, Sweden it is planned to measure their successes by comparing them to other groups of refugee students, in terms of attendance and grades.

  The number of students and pupils N (both domestic N and total in the project N) who have been involved in the pupils exchange process during the project.

- The number days spent abroad (students and pupils both domestic and totally in the project) within the project exchange procedure, \( \sum (d \ast N) \).

First, pilot mentoring groups will be followed by peer groups. After gaining experience on this stage, the same model can be disseminated to new educational fields and professional groups in other colleges in the same region and then nationwide. The project Effective Mentoring will be introduced first in all the partner countries, in the meetings of education professionals (e.g., EfVET Conferences, see: http://www.efvet.org/index.php?option=com_content&task=blogsection&id=3&Itemid=18 [5]) and, later within the professional networks of all the partner organisations involved in this process. The results would influence the students, the teachers, schools, and educational institutions in many ways. First of all, it would reduce the number of students who are at risk of dropping out and becoming NEET. Secondly, teachers, counsellors, and specialists would benefit from the mentoring model which raises the quality of teaching and learning at schools. Thirdly, the schools would have a wider contact with the labour market locally and internationally.

Deliverables:
Experience and facilities available:
The project will be part of the Flagship School to Work and thus to form a broad continuity with multiple partners from all over the Baltic region. The flagship is led by The Swedish Association of Local Authorities and Regions, and all projects have the opportunity to exchange experiences and share knowledge.

One partner in School to Work is Freie und Hansestadt Hamburg, who works with a big ESF-project on Mentoring, where three kinds of mentoring activities takes place:

- Parental Mentoring, mainly „embedded“ in (if possible already existing) easily accessible activities, e.g. in „Parental Cafés“, parent meetings, handicraft work afternoons or school festivities
- Student Mentoring, mainly in tandems (older student = mentor + younger student = mentee) within fixed timeslots, e.g. once per week during the lunch break
- Mentoring by External Volunteers, also mainly in tandems (volunteer + student); organization in cooperation with existing mentoring agencies

Each school can choose what kind of mentoring they need for their students and their parents. Mentors receive special training, according to the school’s respective needs and particular challenges. Contents of the training are, for example: information on the educational system in Hamburg (from kindergarten to vocational training or university), counseling structures available in the neighborhood, specific information about the school the mentors belong to. The training is run by KWB e.V., a private agency with substantial experience in training adults and students. After one year of running the project, about 150 parents have been trained, “parental cafés” have been established and provide information on topics like: transition from primary to secondary school, counseling possibilities, activities outside school or participation opportunities for parents in school. More than 120 students have been trained. Various activities, depending on the age of the students, have been established. Student mentoring in primary school covers areas like: How does our school work? How do I pack my schoolbag? Which learning techniques can I use? In secondary school it is mostly about working on specific subjects or strengthening the knowledge about requirements for a successful vocational training. The students mostly work in tandems with fixed time slots once or twice a week.

We see that we can learn a lot form this ESF-project, and to develop methods on mentoring tailored for different countries and schools.

Expected partners and their roles:
LEADER
Centre of Vocational and Adult Education no. 1 in Warsaw (CKZiU nr 1), public educational institution, www.ckziu1.edu.pl [6], Halina Matuszewska, director, 45/47 Księcia Janusza Street, 01-452 Warsaw, Poland,
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Contact person: Urszula Poniatowska, international coordinator, email upon@o2.pl [8], phone +48 664 692 264;

PARTNERS
Role of Partners
Each partner has a defined substantive role in the transnational activities. A partner brings specific knowledge, provides access to knowledge about effects of activities and findings about specific target groups. The role of each partner is clearly defined in the transnational cooperation agreement signed by the transnational partners.

Indicative budget for transnational activities:
€112000

Activities:
- Training and education
- Exchange of information and material
- Study visits
- Mobility of trainees and other beneficiaries – receiving
- Peer reviews
- Comparative studies and benchmarking
- Creation of practical tools for diagnosis, implementation, monitoring and evaluation
- Joint development (of products, strategies, methods, etc.) with, or without, parallel testing and implementation

Attachments:
- tca_final_agreement_in_english-3.doc
- tca_template_form_signed.pdf

Target groups:
- Persons not actively at work
- Including those who are learning in school or university
- Migrants
- Women
- Young people (under 25 years old)
- Administration (public entities including public employment services, education and training institutions)

End date of transnational activity:
Monday, 30 September, 2019

Project lead contact details:
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