

ONE to ONE

united in diversity



EMBEP

European Mentoring and
Befriending Exchange
Programme 2014/ 2015

HANDBOOK



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Preface

Dear Reader,

We have some common ground: an interest in mentoring and befriending!

That was the issue that united the project partners in this initiative: together we formed the *European Mentoring and Befriending Programme (EMBEP)* - “one-to-one united in diversity”.

Organisations that use the one-to-one method operating mentoring and befriending projects in so many different contexts and often working with completely different target groups, can be found in various countries in Europe. Mentoring and befriending approaches can be a solution to many societal problems. They all focus on interpersonal connections and the power of human relationships. Nevertheless, the picture in the various countries is quite different, when it comes to the deployment, public awareness and the public support of mentoring and befriending projects. Often the projects have been developed independently of each other and there is a lack of opportunity for professional exchange and discussion. Also networking and service structures for mentoring and befriending are unequally established in the different European countries.

This European project called EMBEP facilitated the exchange between stakeholders from the mentoring and befriending landscape in Europe, mostly between umbrella organisations and practitioners. During the project 4 workshops were organised in the 4 partner countries (Germany, Scotland, Italy and Switzerland), where the perspectives of 7 European countries were represented; namely the *Netzwerk Berliner Kinderpatenschaften* from Germany, *Befriending Networks* and *Scottish Mentoring Network* from the UK, *Mentoring USA/Italia* from Italy and Spain, « *mit mir* » *Patenschaften* from Caritas in Switzerland, the *Nightingale Mentoring Project and Network* from Sweden and *MutMachen Patenschaften* from Austria. In total 415 people were reached directly through the EMBEP workshops and local project related activities.

Although the participants came from so many different countries, we soon realized that we all speak the same language: We are all passionate about mentoring and befriending and collectively we had gained significant expertise and experience through many years of practice. This experience and spirit that led us through the workshop meetings were crucial to the success of the programme. Participants always left with motivation and inspiration for their every day work “at home”.

During EMBEP we didn't only focus on the core processes of mentoring and befriending projects and quality standards but we also discussed benefits and challenges of impact measurement as well as presenting new approaches for mentoring and befriending organisations. We have summarised the main outcomes of the project for you in this handbook. This handbook for us is an important step towards a shared European treasure trove of experience for mentoring and befriending.

What can you expect?

The handbook is divided into three main parts: Part A gives you an introduction to mentoring and befriending, to EMBEP and to our partner organisations. Part B presents the main results of the four workshops held during the project. Finally, Part C consists of the main outcomes for the participants of the project, a conclusion concerning the current situation of mentoring and befriending in Europe and the importance of umbrella organisations as well as a brief outlook on possible next steps.

We owe a very big thank you to all the people that were part of this project and who contributed to this handbook. It has been a great and enriching experience for everybody, which could only be realised as a collective partnership.

We thank YOU for your interest. We are really looking forward to future exchanges and discussions. We are happy for you contact us to ask questions, give feedback or share your thoughts: info@embep.eu

We want to shape, together with you, a European society embodying the motto “one-to-one united in diversity”!

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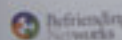


EMBEP 2014/2015

European Mentoring and Befriending Exchange Programme

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scottish mentoring network



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A man with a bald head, wearing a blue patterned button-down shirt, is speaking to a group of people in a meeting. He is holding a white folder and a blue pen. A name tag on his chest reads "Gary McInerney" and "Befriending Networks". To his left, a woman with blonde hair and glasses is listening, and another woman with dark hair is seen from the back. The background is a bright, modern office space with large windows.

A

Introduction To EMBEP

European
Mentoring and
Befriending
Exchange
Programme

1 Introduction To Mentoring And Befriending

1.1

What Is Mentoring And Befriending? The Befriending/ Mentoring Spectrum

The terms 'Mentoring' and 'Befriending' can be defined as a one-to-one relationship between a volunteer (the mentor or befriender) and a supported participant (the mentee or befriende).

Whereas in German, Swiss and Italian language use there is no coherent distinction of different terminologies in respect of „mentoring“ and „befriending“, in the UK a distinction is made between the two types of intervention.¹

The spectrum set out below illustrates the objectives of befriending and mentoring respectively: positions one and two being 'purely' befriending, i.e. the focus being on the relationship, and positions five and six being purely mentoring, where the focus is on the goal. Positions three and four indicate an area of overlap, where there are objectives other than building a relationship, but relationship-building is a critical part of the intervention.

¹ The initial definition of the different one-to-one-relationship types, were crucial to a mutual understanding within the European Project EMBEP. In the UK two definitions developed historically. The other European Partners described, however, a dominant use of the word mentoring without any reflection related to the goal-orientation of the single projects. This mainly relies on the US-American mentoring tradition concerning wide spread projects like Big Brothers Big Sisters, which served as an orientation or role-model for other European mentoring projects. Nevertheless, in the German language use the translation as „Patenschaften“ is very common, which would be most equivalent to the British definition of „befriending“. Whereas mentoring often stands for youth mentoring projects, where the mentees (before and after graduation) are supported to be integrated into the job market. Also other types of more goal-oriented mentoring relationships in academia or businesses can be observed.



1. Befriending – the role of the volunteer is to provide informal, social support. The primary objective of the relationship is to form a trusting relationship over time usually in order to reduce isolation and to provide a relationship where none currently exists. Other outcomes may occur, e.g. a growth in confidence, but these are never set as objectives for the relationship.
2. Befriending – the role of the volunteer is to provide informal, social support. There may be additional stated objectives at the start of the relationship, e.g., increasing involvement in community activities. The success of the relationship is not dependent on these objectives being achieved, but they are seen as a potential benefit of befriending over time.
3. Befriending/mentoring – the role of the volunteer is to provide informal, social support and through this supportive relationship to go on to achieve stated objectives, e.g. increasing clients' confidence to enable them to do activities independently in the future. The objectives form a basis of discussion between project, volunteer and client at an early stage and are reviewed over time.
4. Mentoring/Befriending – the role of the volunteer is to develop objectives with the client over time. Initially, his/her role is to develop a relationship through social activities in order to establish a level of trust on which objective-setting can be based. Due to the client's changing circumstances, objectives may take time to set and may be low key.
5. Mentoring – the role of the volunteer is to work with the client to meet the objectives which are agreed at the start of the relationship. These are achieved through the development of a trusting relationship which involves social elements but which retains a focus on the objectives agreed at the start.
6. Mentoring – the role of the volunteer is to work with a client solely on agreed objectives which are clearly stated at the start. Each meeting focuses primarily on the achieving the objectives and the social relationship, if achieved, is incidental.

1.2 Individual Outcomes And Societal Impact Of Mentoring And Befriending Projects

Befriending offers supportive, reliable relationships through volunteer befrienders to people of all ages and backgrounds who would otherwise be socially isolated. It is a relationship initiated, supported and monitored by a voluntary or statutory agency. The primary aim of befriending is to enhance the quality of a befriended person's life by offering them the opportunity to form a trusting relationship. Research and evaluation evidence suggests that befriending can help people to²:

- > become less socially isolated,
- > develop self-confidence and emotional growth,
- > increase their capacity to use personal resources,
- > enhance their skills for forming and maintaining relationships with others,
- > develop greater resilience,
- > improve their wellbeing,
- > feel supported by someone who is consistent and reliable, and/or
- > experience some purely social interaction on a regular basis (i.e. not simply as a by-product of receiving another service).

Mentoring is practised across a wide and varied spectrum of interests, including: youth, health and disability; education; social care and justice; employment and business. *Scottish Mentoring Network* describes mentoring as a process of learning in which the usually

isolation, their health effects and the potential role of befriending, available at: www.befriending.co.uk/befriendingpublication.php?type=1&id=77 (14th of August 2015).

more experienced person (the mentor) passes on know-how to someone less experienced (the mentee). Typically it will take place at a transitional or critical time in the mentee's life when this type of support can be most beneficial. Mentoring projects, as methods of early intervention, can typically help to:

- > improve educational outcomes of young people from disadvantaged backgrounds,
- > support children and young people in care or about to leave care,
- > reduce re-offending and support those vulnerable young people at risk of offending or involved in substance misuse.

Projects involved in mentoring continually acquire evidence of effectiveness of mentoring. A recent evaluation, for instance, of a two-year pilot of the *YMCA Plusone mentoring project* working with young people at risk (from the age 8 to 14) concluded that the mentoring programme had been extremely effective and was making a substantial difference to the lives of young people. "There was ample evidence that the provision of a mentor has in the majority of young people led to a change that will

² Befriending Networks (2014), A Summary of Recent Research Evidence. About loneliness and social

last.”³ This pilot was a partnership between the YMCA, statutory agencies of social work, education and the police. The evaluation demonstrated significant potential savings to public expenditure with a social value of £1.05 million pounds for an investment of £108,000. *The Plusone programme* has now been expanded to six other areas of Scotland.

Not only in Scotland has public money been invested in early intervention. In Germany one of the first funding grants for the job market integration using mentoring has been successfully implemented.

3 YMCA Scotland (2011), Mentoring Works. Evaluation of the YMCA Plusone 2 year pilot programme by the University of Dundee and Haldane Associates, available at: www.plusone.uk.com/wp-content/uploads/2012/12/YMCA_MW_lores.pdf (14th of August 2015).

1.3 What Are The Biggest Challenges For Mentoring And Befriending Programmes?

The German Perspective

The deployment of the one-to-one-method in Germany, applied to the social work with children and young people, has developed in the past ten years. The oldest programme in Berlin, using the one-to-one method, is only 13 years old. Since then more and more projects have been initiated, using a “grassroots approach”, as mentoring and befriending was found to be instrumental in addressing different societal issues. Often, only after the implementation of

the project, the lack of funding opportunities for mentoring and befriending became apparent.

The two main challenges for mentoring and befriending programmes in Germany therefore are:

1. The lack of public funding that guarantees a sustainable institutionalization of mentoring and befriending programmes, despite their respective societal benefits. Consequently, pedagogical coordinators are having to invest a lot of their time and efforts in finding solutions to funding issues.
2. There is a lack of scientific research and discussion about the impact and the quality framework for mentoring and befriending with children and young people in Germany. Thus, a systematic knowledge transfer about how to run a good mentoring/befriending project cannot take place. Autonomous networks, working on a voluntary basis, assume this task, which causes an even higher workload for the project coordinators who are involved.



The Italian Perspective

The project partner *Mentoring USA Italia* applies a school-based approach to the one-to-one method, where the volunteer visits its mentee at school and they do activities and exercises together to improve the children's social and educational skills. One of the biggest challenges for the implementation of the concept was related to the integration of the mentor in the Italian schools. The role of the mentor, in addition to the existing actors, like the teachers and other staff members, was something very unusual for the educational system that took some time as well as the need for mediation for mentoring to be accepted.

The Scottish Perspective

The challenges for befriending include a need for greater investment in the evidence base, as the amount of research on befriending is relatively small. More descriptive, observational research is needed on (1) loneliness and social isolation rates among children and young people, (2) social isolation rates among young

and middle-aged adults, and (3) the health effects of loneliness and social isolation among children and young people. Robust research would result in more reliable quantitative and review data from which to make recommendations, and would provide additional evidence to funders and policymakers of the value of befriending for this group of people in particular.

Although the vast majority of befrienders and mentors are volunteers, it is important to understand that there must be sufficient investment in resources such as training and supervision to ensure that the programmes are both viable and working to a high level of quality.

The Swedish Perspective

The *Nightingale* network observed three main challenges for mentoring projects within their network: concerning funding and recruitment of the mentors as well as the resilience of the mentoring relationships:

1. Funding: For many *Nightingales* around the world the toughest challenge is to get funding. For some it is the funding from the University, which is the greatest challenge but for others like *Nightingale Malmö* it is often uncertain if the city/ municipality will fund the programme.
2. Recruiting: It is easy to recruit children through good cooperation with schools, but it is a challenge to reach the potential mentors among the students at the university. The *Nightingale* staff is small and it is difficult to find the time for recruiting mentors.
3. Resilience of the relationship: This is not specific to *the Nightingale mentoring programme*, but nevertheless a challenge is to make the relationship between the mentor and mentee work smoothly. The children who are in the greatest need of a mentor can often be suspicious towards a mentor. Many of the parents do not speak Swedish, which means we have to ask for a lot of engagement from the mentor. Often this means that the project coordinator spends a lot of time supporting and supervising the mentor to make the relationship work well.

The Swiss Perspective

In general Mentoring and Befriending are both highly effective and popular tools in Switzerland; including within the government. The number of organisations that act in this field as well as the number of mentoring/befriending relationships is growing. For an organisation it is nevertheless difficult to find the needed finances, especially for established and on-going programmes, as funders usually prefer to support start-ups.

Additionally, similarly to the other European countries, and as described for the Swedish case, the recruitment of enough volunteers is seen as a challenge. The number of volunteers available does not always match the number of children in need. Another challenge is related to find the right match of the befriender and befriender as this is one of the main success factors for the programme.



2

The European Mentoring And Befriending Exchange Programme (EMBEP)

2.1

The Idea Of EMBEP

The European Mentoring & Befriending Exchange Programme arose from the need for mentoring & befriending coordinators to exchange their knowledge and experience across Europe in order to increase the quality of their work, generate new ideas and find solutions to common problems.

Mentoring & Befriending organisations aim to match volunteers with vulnerable people in a long lasting one-to-one mentoring/befriending relationship. The focus of the present project is on those mentoring and befriending organisations, which match adult volunteers with children. Mutual understanding, respect, confidence and voluntariness are key to such a sustainable relationship.

2.2

The Objectives Of EMBEP

The EMBEP partners set the following main objectives for the project:

- › Coordinators of mentoring and befriending projects/networks in Europe are connected to each other.
- › A European Community for coordinators of mentoring and befriending projects/networks is built.
- › Coordinators of mentoring and befriending projects/networks exchanged good practice and shared their knowledge,
- › New ideas are developed and common solutions to cross-border problems in mentoring and befriending programmes are found.
- › A better understanding towards mentoring and befriending as empowering and

innovative methods for lifelong learning is promoted.

- › A further step towards a more inclusive and democratic Europe is made.
- › A better understanding and cooperation among people with different social and cultural backgrounds is promoted.

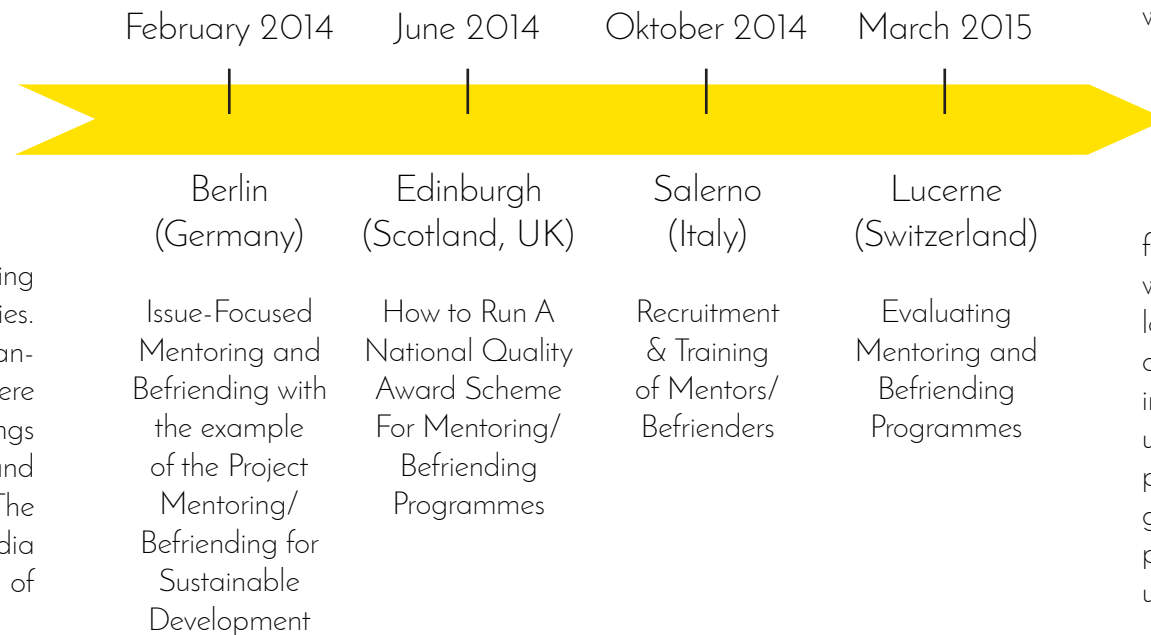
The core activities of our projects consisted of four workshops which were held in the country of each partner organisation between February 2014 and March 2015. The partners chose all workshop topics collectively because of their high relevance to mentoring and befriending. The respective host was chosen based on interest and field of expertise of the individual partners:

Each partner organisation involved its staff members to facilitate discussion and deliver the content, as well as sharing experiences in their own field. A considerable number of adult learners and relevant third parties (e.g., a member of the German Parliament during the workshop in Berlin) took part in the workshops, which enhanced discussion among participants.

2.3

The Activities During EMBEP

The project was developed using both online and offline activities. Communication and task management among partners were organized through virtual meetings (Skype), exchange of e-mails and collaborative working platforms. The project website and social media were used for the dissemination of the project results.



The host organisations of the four workshops were free to decide on learning methods, workshop settings and places, use of media and techniques, follow-up visits to relevant institutions and facilities. Cultural and free time activities were also in line with our EMBEP values. In Switzerland, for example, we had dinner in a restaurant, which also acts as an instrument for social inclusion for unemployed people. In Berlin, the participants made a city tour with a guide, who was a former homeless person, organized by a social start up, to make the city visible through

the perspective of homelessness. In Edinburgh the was a trip through the city by a canal boat operated by a social enterprise. Each meeting ended with an overall evaluation and feedback round.

Besides the workshops, the representatives met in steering group meetings in order to organise the different mobilities and keep track of the overall project.

The main outcome of every workshop meeting will be presented in Part B of this handbook.

2.4

How Did It All Start?

It was on a snowy day in late November 2012 in Berlin, Germany. Marietta, Sherief and Florian from the *Netzwerk Berliner Kinderpatenschaften e.V.* met with Daniel Pichert at his office of the *EuropaBeratung Berlin*.

They had heard about the *Grundtvig programme* and they wanted to bring their networking spirit that led to the foundation of the local network in Berlin to the next level. In a two-hour meeting, that little flame in them grew to bigger fire that helped them to develop the idea of a project connecting different mentoring and befriending projects around Europe. The same day, they searched for potential partners on the internet. The deadline was only 3 months ahead with Christmas holidays in between. Gloria from the Berlin network heard about the idea and got Stefania on board, as both had just got their Masters in European Studies. Stefania had the appropriate skills and qualities to coordinate the whole application work and was happy to be of help.

The Berlin network first contacted the two Scottish umbrella organisations and was pleased to hear that they were already working with each other and were eager to join forces. Thanks to Stefania's Italian connection (being an Italian herself) the Italian partner was convinced easily. « *mit mir* » *Patenschaften* was the only programme they found in Switzerland at the time. Thanks to Florian's relationship to the

Nightingale community, they also brought *Nightingale Malmö* to the table (who unfortunately were not accepted by their national agency).

Due to the outstanding spirit, open-mindedness, and tremendous effort of all members of the partner organisations, the project partnership was able to submit their proposal in time and was delighted to receive notice of acceptance enabling the project to go ahead.

The Berlin network did not have any previous experience of initiating and running European Projects. It was very encouraging to see that with hands-on advice and a certain amount of motivation it was nevertheless feasible to make it a reality. For all the partners involved it was affirmative to experience what concrete outcomes European projects have for their daily work and what a social Europe looks like.

2.5 The Partner Organisations

				
Sotland & UK: <i>Befriending Networks</i>	Switzerland: <i>Caritas Schweiz / «mit mir» Patenschaften</i>	Italy: <i>Mentoring Usa/Italia</i>	Germany: <i>Netzwerk Berliner Kinderpatenschaften</i>	Scotland: <i>Scottish Mentoring Network</i>



Aim and History

Befriending Networks exists to support organisations across the UK and beyond who operate befriending services to people who are socially excluded in some way. *Befriending Networks* was established in 1997, in recognition that organisations delivering befriending activities in Scotland could benefit greatly from the creation of a network, which would help to facilitate the sharing of good practice, and produce befriending-specific resources.

Befriending Networks:

- › Provides a high standard of information, training, resources, quality development and consultancy in relation to befriending.
- › Raises the profile and understanding of befriending and its role within a continuum of social care provision.
- › Supports the delivery of high quality befriending services.
- › Maintains an effective and supportive network among our membership.

Target Groups

Befriending Networks has more than 200 member organisations across the UK and beyond. Support is provided by *Befriending Networks* both for small services operating with possibly one or two paid staff members, and also for project coordinators who are part of larger organisations, but who are often the only people within their agency working in a befriending service. They have in common their deployment of volunteers, who are recruited, trained, carefully matched and supported by

befriending coordinators, usually on a one to one basis but increasingly in diverse ways, such as on the telephone or in small groups.

People who are in receipt of befriending services range from vulnerable children to people with disabilities, mental health issues, disaffected young people, people with long term health conditions, those who are socially excluded because of cultural factors (e.g. religion, LGBT), people who are older, those living with dementia or their careers.

Services

Over the years, *Befriending Networks* has devised a diversity of training, information, networking opportunities and practice resources for its members to support them in the delivery of high quality befriending services. It has developed a range of training opportunities, including also training course for befriending coordinators, which is credit-rated by the Scottish Qualifications Authority. *Befriending Networks* provides regular networking settings for members to meet, share practice, exchange

information, ideas and learning. The network also hosts an annual conference for coordinators, and tries to address emerging social policy themes relevant to the sector. To promote the activities of its members and to raise awareness of the benefits of befriending, the network facilitates *Befriending Week* each November, which is a celebration of the work of befriending services across the UK and a promotional opportunity for members.

In addition, *Befriending Networks* has a befriending-specific Quality Award, which can be undertaken by services keen to demonstrate that they strive for continuous improvement. The Quality Award was the subject of the workshop held in Scotland.

More information on: www.befriending.co.uk





Aim & History

Caritas Switzerland is a humanitarian aid organisation that has been globally active for more than 100 years. The main part of the organisation is focusing on emergency aid abroad as well as international cooperation. There are 16 regional *Caritas* organisations within Switzerland that are partly independent and focus on local initiatives; mainly to fight poverty within Switzerland.

Seven of these regional organisations run the mentoring programme « *mit mir* ». *Caritas Switzerland* handles the coordination of the regional initiatives, but does not run a mentoring programme on its own. The programme

« *mit mir* » focuses on the empowerment of children from disadvantaged backgrounds.

Target Group

Within « » adult volunteers support children from three to twelve years old. Usually they meet twice a month for half a day for a period of at least three years.



The children all come from socially and economically disadvantaged groups. Through the mentoring/befriending relationship the children can broaden their activity horizon and discover new sights in their environment. Additionally, they benefit from the one-to-one attention they get from the volunteering mentor/befriender. As a consequence they become more self-confident and have more access to opportunities in education, and in addition, the parents get some respite during the mentoring time.

Since 2013 330 mentoring/befriending relationships have been formed, out of which 48% are girls and 52% boys. However only a quarter of the mentors/befrienders are male.

More information on:
www.mitmir.ch



Aim & History

Mentoring USA/Italia NPO was founded in 1998. The association's mission is expressed through its own educational programme based on the school-based one-to-one method created by Matilda Raffa Cuomo, wife of the former Governor of the State of New York Mario Cuomo. The method aims to resolve the worrying and widespread phenomena of school drop outs, which are the cause for many social problems, such as bullying, hooliganism, petty crimes, drug addiction, etc.

In Italy, the first school to adopt the *Mentoring USA/Italia* programme was the *Oswaldo Conti* in Salerno, in 1996. Gradually, the

initiative spread throughout the national territory through the synergy with public and private Institutions and the involvement of the community.

Mentoring USA/Italia NPO is present in many Regions including: Campania, Lazio, Lombardia, Puglia, Sicilia, Toscana and Veneto. In 2010 *Mentoring USA/Italia NPO* started the first project in Spain, in Andalusia and in 2011 *Mentoring USA/Italia* became active in Morocco and also in South Korea through the initiative of the American structure *Mentoring USA*.

Target Group

An adult volunteer (Mentor) is assigned to an adolescent (Mentee), with the aim of encouraging the development of a harmonious, winning character. The presence of the Mentor is guaranteed

for at least two hours per week in the afternoon (after school).

To date about 9000 students in the public school have benefited from the Mentoring programme run by *Mentoring USA/Italia*.

More information on:

<http://mentoringusaitalia.org>





Aim & History

The *Netzwerk Berliner Kinderpatenschaften e.V.* is a network of different individuals and associations that use the one-to-one method and organise mentoring and befriending relationships for children and young people. According to their claim “Together we are stronger and louder”, the association was founded in 2012. The network consists of a core team of ambitious and responsible coordinators who voluntarily built up this organisation in a very short time.

Its core goals are to:

- › spread the approach of the one-to-one method (mentoring & befriending) further.
- › develop and establish a common quality framework for mentoring & befriending projects in Berlin.
- › promote sustainable support to those engaged within the field of mentoring and befriending, whose employment is continuously endangered by short term financing.

Target Groups

At the beginning the network focused on programmes that work with children, but recently involvement increased to include e.g. mentoring programmes related to job integration of adolescents. The network currently consists of 33 members who work with various target groups (e.g. socially deprived children, children who are highly talented or traumatised children) and with different points of focus (such as leisure time and non-formal learning, support in schools, or integration). Whereas some of

them focus on specific city quarters, others are active throughout the city of Berlin.

Services

A lot of knowledge has already been exchanged within the network and some of the existing resources have been drawn together. Mostly responsible for that are the regulars' table and continuous workshop talks. A good example of the relevance of the *Netzwerk Berliner Kinderpatenschaften* is the topic of childrens' protection. One working group consists of experts who have dealt with paedosexual perpetrators. A concept for protection of the children was formulated, which now includes criteria that have to be fulfilled in order to be a member of the network. This creates a starting point from which further quality measures can be developed.

Furthermore, the network has won a competition by the Federal Education Ministry. This has enabled tandems from various membership organisations to become acquainted with the idea of „sustainable development“ in the course



of a pilot project. Additionally, a brochure was produced, which illustrates how to integrate the topic of sustainability into the mentoring/ befriending relationship. This project was the subject of the EMBEP workshop in Berlin.

More information on: www.kipa-berlin.de



Aim & History

Scottish Mentoring Network (SMN) is a membership organisation providing advice, guidance, support and training to a wide range of mentoring projects in Scotland at both a national and local level.

Target Groups

Its members support many different service users to achieve positive outcomes in their lives. Many of their projects work with young people ranging from school children to young people at risk of truanting, offending or affected

by substance misuse either directly or in the home environment. Others work with vulnerable adults including lone and teenage parents, homeless persons, those furthest from employment, ex or current offenders, those affected by abuse or substance misuse, adults affected by disability, etc. Although the majority of *SMN*'s members work with service users who could be considered vulnerable or disadvantaged in some way, others work with such as colleges and universities to improve outcomes for students, or with people in employment to help them achieve their potential.

The different mentoring projects are a mix of classic and peer mentoring, but all have the same aim of improving the lives of their service users.

Services

SMN is perceived as the voice of mentoring in Scotland and they connect their members through regional and thematic networks as well as via their website. This enables them to more easily share experiences and good practice.

SMN works strategically with the Scottish Government and others and is currently involved in two major national initiatives. The first is in a two-year project where *SMN* is supporting six Public Social Partnerships to use mentoring to help reduce re-offending amongst women offenders and persistent young male offenders. The second is a project to provide long-term mentors for children and young people who are looked after and who have been brought to the attention of social work and/or the police.

SMN offers a Project Quality Award, successful completion of which demonstrates that a project is operating to a high standard. This is particularly useful to projects for discussion with stakeholders including funders. The Quality Award was the subject of the EMBEP workshop in Scotland.

In addition, *SMN* offers a qualification for mentoring coordinators and two qualifications at different levels for mentors as well as customised training.



More information on:
www.scottishmentoringnetwork.co.uk

Photo Credit: Malcolm Cochrane Photography / Move On

2.6

Associated Partners

The Nightingale Mentoring Programme, Sweden

The Nightingale mentoring programme was established 1997 at Malmö University. Since the start more than 1.000 children have had their own mentor from Malmö University.

In the *Nightingale* programme, a student from the University gets paired with a child (8-12 years), and they get together for 2-3 hours once a week over the period October to May

for informal meetings, during which time they do everyday activities together.

The *Nightingale* programme is based on the idea of "mutual benefit" - benefit for both child and student. The idea behind the programme is that the mentor acts as a positive role model by establishing a personal relationship with the child, which in turn helps strengthen the child's personal and social confidence. The long-term goal is that the child will be more likely to apply to University when the time comes.

The *Nightingale* model has also been developed to other target groups: *Nightingale Youth*, *Nightingale Senior* and *Nightingale Entrepreneur*.

The Nightingale Mentoring Network, Europe

The Nightingale mentoring programme has expanded both nationally and internationally to more than 20 sites, and in 2010 the Nightingale mentoring network was formed. It is a network for cities in Europe using the

Nightingale mentoring concept. All European partners have joined. The network provides several benefits to its members; above all it constitutes a forum for deeper pedagogical discussions and research based on mentoring between university students and children. This provides all participants an opportunity to exchange experiences within the area of mentoring and also within the *Nightingale network*, benefiting from its unique philosophical and pedagogical content.

More information on: <http://nightingalementoring.org>

Mutmachen, Austria

The CEO of the association *MutMachen* in Austria also took part in most of the EMBEP workshops and added the Austrian perspective to the discussed issues. *MutMachen* has been running since 2007 and offers mentoring and befriending relationships in different Austrian regions for children and youngsters up to the age of 21.

More information on: <http://mut-machen.at>



B

The Workshop's
Outcomes

Kick-Off-Workshop in Berlin

February 27 & 28, 2014

Netzwerk Berliner
Kinderpatenschaften e.V.

Issue-Focused Mentoring/Befriending

with the example of the Project *Mentoring/Befriending for Sustainable Development*

Learning Outcomes For The Participants Of The Workshop

By the end of the workshop, the aim was for participants to have:

- understood what issue-focused mentoring means in theory and practice.
- got to know a model project of issue-focused mentoring/befriending called mentoring/befriending for sustainable development.
- learned how to implement issue-focused mentoring/befriending into practice.
- shared experiences of issue-focused mentoring/befriending in their countries.
- developed new ideas for issue-focused mentoring/befriending projects.
- discussed dos and don'ts of issue-focused mentoring/befriending projects
- increased their motivation to develop and run issue-focused mentoring projects on their own.

1.1

Introduction To The Topic Sustainable Development

“Nachhaltigkeit” (Sustainability) - a Term With a Long History

The original term “Nachhaltigkeit” (the German equivalent to sustainability) was coined by Hans-Carl von Carlowitz who was the founder of modern forestry. In the course of the 17th & 18th century, he observed the devastating consequences of people treating European forests carelessly and short-sightedly. Within only a few years, primeval forests had turned into desert areas. The need for wood had increased

rapidly in order to build ships and to support the mining industry. All in all, this development was disastrous. One tree is cut in a few minutes but it takes many decades until it has again grown to the size of an adult tree again.

Hans-Carl von Carlowitz was Head Forester in Saxony. While travelling through Europe, Carlowitz identified the problem of the devastating wood clearing. In 1713, he published a long essay about how to treat the forest (*Silvicultura oeconomica*). In this essay, he first used the term “Nachhaltigkeit” (sustainability) respectively “nachhaltende Nutzung” (sustainable use). He pointed out that without the sustainable use of forests there would be serious consequences both for the environment and for society as a whole.

Sustainability - Today

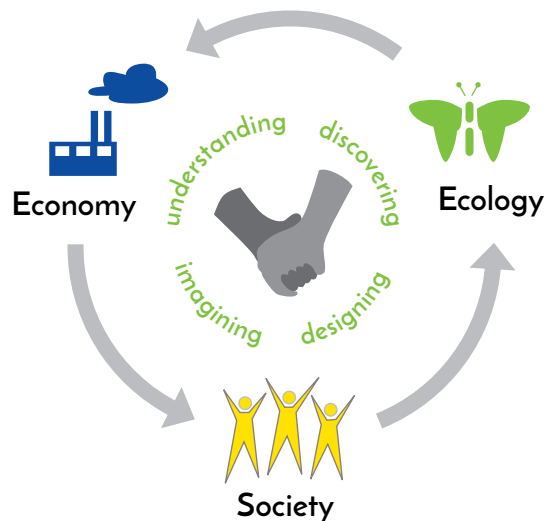
The extensive use of the term “sustainability” has increased within the past few years. It was included in the political agenda by the so-called Brundtland-Commission (named after the Norwegian Prime Minister Brundtland, the head of

the Commission). For the first time, the term “sustainable development” had turned into a real concept relevant to the (political) future and dealt with various fields other than forestry. The report was published under the title “Our Common Future”. Herewith, the Commission started off a debate that is still a topical issue: How can one use natural resources in a smart and anticipatory way by taking into account the steadily growing world population? The Commission gives advice on future cooperation within a globalised world: “A Global Agenda for Change” (Brundtland Report 1978: 5). The term “sustainable development” is defined by the Commission as a fair distribution system considering present as well as future generations and it is closely connected to the challenge of dealing with poverty.

The Triangle of Sustainability

The concept of sustainable development is based on the so-called “Triangle of Sustainability”. All three areas - economy, ecology and society - should be taken into account if one wants to achieve sustainable development.

E.g. one important ecological measure taken will not be effective - according to the idea of the triangle - if famine or unemployment of the people is the consequence. Leading a sustainable lifestyle therefore does not necessarily mean the same thing as having a radical ecological consciousness. Everybody is able to improve his or her lifestyle towards a more sustainable everyday life - also companies and politicians can work towards this goal.



Education – One Approach to Sustainable Development

“The goal of education for sustainable development is to teach skills to the individual, that enables him/her to actively and independently design a brighter future” (BNE-Portal)

How can we reach people regarding the topic of sustainable development so that everybody knows what is going on and we can promote societal change?

At an early stage, education was defined as a key to fostering a change towards a more sustainable development. Like this, such a relevant interdisciplinary topic can be dealt with and people will get increasingly sensitive regarding the subject. It is important to provide the necessary tools to contribute to sustainable development.

The UN-Decade “Education for Sustainable Development” 2005-2014

The United Nations declared the world decade of sustainable development from 2005-2014. It was the biggest worldwide concept for education. In Germany, topic-related projects are realised by the German UNESCO Commission. In the course of this decade, there also was a “competition to support local education and networks of expertise for sustainability”. This inspired us to deal with the topic within the framework of our Berlin network.

1.2

The Project

Mentoring/Befriending For Sustainable Development

Why Connect Education for Sustainable Development with Mentoring/Befriending?

- › **Affinity to the Topic:** One can easily take up the topic since it already plays a

relevant role in many mentoring/befriending relationships.

- › **Common Ground of Ideas:** Mentorships themselves are similar to the philosophy of sustainable development, because one cares about a child unknown to oneself and supports the upcoming generation.
- › **Informal Learning:** The approach of building mentorships is very suited to approaching the topic within the context of informal learning. In this way, not only the child will learn something, but also the grown-up mentor. Thus, it is important that mentoring/befriending-programmes are able to communicate clearly. They have to show how much potential this specific learning form "learning within a tandem" has when it comes to future lifestyles and education.
- › **Funding Strategy:** One further motivation for our Berlin network was to get funding in order to organise activities that crossed the boundaries of the single mentoring programmes.

Our Approach to Mentoring/Befriending for Sustainable Development

The concept of "Gestaltungskompetenz" (in English: competence of creation) was developed by the German educationalist Prof. Dr. de Haan. This concept helped us to establish a pedagogical guideline and stresses the relevance of mediating contents in the form of projects as well as action-orientated learning methods. We realised that these forms of learning harmonise well with informal situations – which are a characteristic of partnerships between mentor and mentee.

Florian Stenzel was the project manager and Bernd Schüler the author of the guideline, the newsletter and the project brochure. We organized activities for the most important actors of the mentoring programmes: The coordinators, mentors and mentees. The coordinators were invited to take part in a workshop dealing with education for sustainable development. They were given access to all the material that was made in the course of the project and were

Key Facts about the Project:



Running period: From October 2012 - September 2013 (the active project period for the Tandems was from mid-January until mid-June 2013)



Supported by the BMBF (Federal Ministry of Education and Research) with 34,500 EUR within the context of a competition funding



Participation of 40 Tandems from 8 different mentoring/befriending-programmes (1 mentor and 1 mentee form a tandem)



160 Euros for activities for each tandem for a period of six months



Common task: create a project diary



Production of a project brochure to hand over to interested mentors and mentees (1000 copies)

informed about the individual steps the project was taking. We designed an obligatory introduction course for the mentors (introduction to the idea of our project). Furthermore, we offered them four optional workshops (Philosophising with children, Learning within the context of mentorship relations, support of the mentee's skills and interests, intercultural communication). There was a guideline and six newsletters that informed and inspired the mentors. During two workshop discussions, it was possible for coordinators to exchange their ideas with the mentors.

Group Activities

During the project we offered group activities for both mentors and mentees in order to make this complex topic as easily accessible as possible. Furthermore, we wanted to enhance the exchange between the tandems with the help of various common activities: a kick-off party, a cooking workshop, a soccerball sewing workshop, a visit to the forest school, meeting social role models on the girls- and boysday, the visit to a hydrogen 'gas station', a workshop on a scientific laboratory ship and a farewell party.

Example No 1: Workshop "Fairplay"

The workshop "Fairplay" dealt with the topic of fair work conditions within a world with globalised trade relationships. Sewing was the central activity of this workshop. The goal was to sew a soccer ball made out of cotton. It was a teamwork that lasted for four hours. After the active part of the workshop, there was a short movie about the production of original leather soccer balls in Pakistani Sialkot. This information gave rise to a Q&A session dealing with various aspects of how - and under which conditions - soccer balls are produced. The Workshop had been developed and designed by some members of the "Sustainable Design Center". One of the best aspects of this workshop was the intense teamwork of the tandems. Since soccer is really popular among the boys, there was an above-average number of boys participating in the workshop. The balance between activity and theory (90:10) was perceived very positively.



Example No 3: Starter and Kick-Off-Party

The coordinators themselves developed the concept for the kick-off party and the farewell party. In doing so, we referred to historical role models. During the kick-off party, we introduced the life of Carl von Carlowitz, who coined the term "sustainability". At the farewell party, according to the theme "Fit in the City", we focused on the life work of the founder of "Hygienic Science", Max von Pettenkofer. We came up with this idea partly due to the fact that the seat of a network association is located in the Pettenkofer Street. The hosting mentoring programme already had intensively researched about the life of Max von Pettenkofer. The quiz we designed for the kids was a good tool to create suspense within the group. Furthermore, it represented the energy that arises when obtaining knowledge and passing it on to others at the same time. In the end, there was a table with various rewards for the kids. This price table was designed according to the concept of sustainability: We asked everyone to bring old useful things that are no longer in use but are generally considered to be nice.

Example No 2: Excursion to the Forest School

The forest school Plänterwald is the only of its kind that is easy to reach with public transport. It is frequently visited by schoolchildren. Due to former visits to the school with tandems, Florian Stenzel was well acquainted with its conditions as well as with the people working there. The visit was free of charge as it is a publicly funded establishment. The pedagogue of the forest school was highly engaged and considerate about her guests and surprised us with a special activity, which consisted of various elements: there was an introduction round with a warm-up and a team game, an explorer walk through the forest with looking glass cups, collecting herbs and preparing a dinner. One of the learning effects of this visit was to see how many living creatures reside within only a few square metres of forest. It was equally interesting to realize how many plants growing in there are valuable to us.

The Project-Diaries Of The Participating Tandems

Each tandem participating in the project were given the task to jointly write a project-diary. We had really good experiences with diaries in the past and therefore decided to include this element in our project. We established some common principles in order to make this a memorable experience. The following reasons led to the decision to introduce the diaries:

- › Writing a diary leads to reflecting on the topic. Thus, we hoped, the children will remember what they have experienced and there will be a learning effect.
- › Some children might discover “writing” and using visuals as a useful method to process and archive their experiences.
- › The diary represents an ideal visual support for a long term project: it documents various periods of planning and realising various tasks. It represents the discipline it takes to motivate oneself. And in the end, it ideally will give its author the chance to be happy about everything he or she has achieved.

Based on the diaries, we gained insights about the tandem’s activities. These were activities that were developed by the tandems themselves. Here are some examples:

- › build a kite out of garbage,
- › plant and grow herbs,
- › sew a cover for your diary out of an old shirt,
- › visit an exhibition about wind energy,
- › philosophise about feeding ducks and its consequences on the ecological balance and
- › develop a quiz about honey bees and visit a beekeeper.

The Publication

The second period of the project was from June until September 2013. In this time period, Bernd Schüler – political scientist, scientific journalist and founding member of our Berlin-network - worked together with Jan Henrik Arnold. He is a graphic designer who is also an active member of the former mentioned Sustainable Design Center. He visualizes the concept

of sustainability as well taking it into account when choosing the print materials and delivery services. The brochure “zwei für heute und morgen” (in English: “two for today and tomorrow”) is directed at mentors/befrienders and provides background information on sustainability. Additionally, it gives advice and examples on how make the topic easily accessible to kids. Conclusions drawn from diary excerpts as well as evaluation results have been included in this booklet.

Documentation On Our Website & Feasibility Of Our Project

There is free access to all materials on our webpage (www.kipa-berlin.de). There were already parties from other “Länder” that have shown an interest to adapt the project. One student of the Hochschule für Nachhaltige Entwicklung (Academy for Sustainable Development) from Eberswalde/Brandenburg is working on the concept for her academy for sustainable development. The association “Mentoren für Kinder e.V.” (Mentors for Children) from Frankfurt a.M., which has evolved out of “Big Brothers

Big Sisters”, is currently also working with our concept.

Conclusions

A pilot project is very helpful in order to learn from one’s own mistakes.

Mentors – who all were working for the project on a voluntary basis – only have a certain amount of time. If there are too many events and too many requirements to fulfil, mentors will drop out of the project. This was the case with six participants.

The participation rate of the additional training was not as high as expected or hoped for. Future project managers should carefully think about how much time the mentors are able to spend on project related activities.

We think the activities related to both mentor AND mentee were the best way to deal with this challenge. This takes pressure off the mentor to think of activities related to the topic by him- or herself. Moreover, a workshop for both

mentor and mentee will provide a space for collaborative work and a connection between encounter and education.

Altogether, it has become clear that the newly founded *Netzwerk Berliner Kinderpatenschaften e.V.* is an efficient organisation that is able to realise highly demanding projects. We all had the courage to approach a very challenging subject and managed to address a very important educational concept within our programmes.

We have shown that the subject of sustainability can be turned into valuable leisure activities. We hope that this project will be helpful to other mentoring/befriending-organisations in the future – either as a common ground for successful project proposals or as an illustration of the effectiveness and manifold possibilities of the method of mentoring/befriending.



1.3

Example Of How To Translate It Into Practice

Education For A Sustainable Development Using The Example Of *"The Rescue Of Ugly Vegetables"*

Statement of the Problem

Every year, a tremendous amount of food is wasted in prosperous countries. A study by the "Frauenhofer" project group for the circularity of recyclable material and resource strategies (2013) points out that one third of all bought groceries is simply thrown away. This adds up to an average of 81.6 kilogram waste



per federal citizen, despite the fact that these wasted groceries still would have been eatable. Private households are responsible for 61% of all dumped groceries. Nevertheless, there is a big difference between urban and rural spaces. Households from the countryside use its food better than those in urban regions. This waste of food stands in huge contrast to the increasing worldwide demand for food products and biomass on the one hand, and the decline of crop areas due to erosion and overexploitation on the other.

Approaches to the Problem

There are various initiatives which each deal with this set of problems in different ways. The so-called "Bewegung der Tafeln" (English: "movement of the tables") collects food that has nearly reached its expiry date and gives it away to people in need. Another organisation that is called "Foodsharing" offers public refrigerators. These are located in relevant public places. They serve as a container of people's spare food products. Moreover, activists of "Containern" (Engl. "dumpster diving")

systematically search through waste containers of big food chains. In this way they can avoid too much shopping. This procedure gets little support and container activists will often have to deal with criminal complaints.

“Culinary Misfits”

In the context of our project „Patenschaften für nachhaltige Entwicklung“ (Engl. “mentoring/befriending for sustainable development”) we got to know a special approach to the problem by cooperators of the so-called “Culinary Misfits” organisation. Lea Brumsack and Tanja Krakowski stand up for the decrease of food waste by combining their designer skills and their passion for cooking and ecological awareness: they “rescue” crooked vegetables directly from the fields. Instead of stealing them, they negotiate a fair price with farmers that care about a sustainable handling of their harvest. These “rescued” vegetables are then “designed”, meaning that they are prepared and presented in a very appealing way. The idea has already found a lot of faithful supporters. Meanwhile, the two women have opened up their own

restaurants, after having sold their vegetables on regional markets for two years.

The Workshop: “Ugly Vegetables Belong on a Plate, not in the Garbage Can”

A Introductory Game: “Who am I?”

The tandem partners think of different kinds of vegetables. One person gets a sheet of paper with different terms, the meaning of which he/she has to guess by asking questions. Those questions can only be answered with yes or no. Children learn how to label different kinds of



fruits and vegetables and simultaneously activate previous knowledge.

B Thinking Together

How does our vegetable move from the fields to our table? How is it possible that so much food is wasted on a daily basis? Why is this negative behaviour? What kind of consequences may arise from this kind of behaviour? Questions like these are answered within a group discussion.



C Exploration of the Market

The workshop takes place within a market hall. Each participant receives 50 cents and is

supposed to explore the market with different tasks in mind: to find rare, unknown kinds of vegetables or vegetables that are shaped in an unusual way. Afterwards, the participants have to ask marketers where the food comes from and what it is called. Moreover, they have to describe its appearance and think about dishes that can be prepared with it.



D Evaluation of the shopping tour

Every mentor and mentee brings his/her chosen vegetable and tells a story about it. In the end, the vegetables are lined up between the poles "well-known" and "totally unknown".



E Processing of Vegetables

One highlight of the workshop is a soup made out of all different vegetables. After having received hygiene- and safety instructions, all children help to prepare the dish.



F Eating Together

Last but not least the soup is eaten together with the whole group. Each participant receives ideas for other recipes.



1.4

Group Work On Issue-Related Mentoring/Befriending

Experiences With Issue-Related Mentoring/ Befriending

The participants of the Berlin workshop discussed their own experiences with issue-focused mentoring/befriending in divided groups. Their experiences varied from single group activities dedicated to a certain topic to whole projects that focus on a certain issue. Most of these projects were, however, linked to a single organisation rather than the service approach for different organisation applied by the Berlin

network in the case of the project mentoring/befriending for sustainable development.

In the following, a selection of the mentioned experiences is provided:

- > **Health:** cooking for healthy eating, walking for fitness, team sports.
- > **environment and nature:** gardening, education for sustainable development, experimental boat: examining water quality, expedition in the wilderness.
- > **identity and immigration:** “All the Colours of the World” for children of the Sinti community, group activities around the topic immigration/integration, workshops on identity and children’s rights, diary/biographical writing.
- > **employability and education:** learn to learn, life-work planning/job-experiences, computer courses, mentoring for those distant from job market, wider access to further education.

- > **prevention of violence:** preventing offending/reducing reoffending, how to act and speak in conflict situations, prevention of violence in football stadiums.
- > **arts and media:** media project, “Art in the city” – project group prepared a map (including a game) of the sculptures in the city, mentors and mentees can borrow this game-map.
- > **resilience of the mentoring/befriending relationship:** how to learn resilience and practice it, empathy between mentor/mentee.



Ideas For New Issue-Focused Mentoring/Befriending Projects

Within the group the added value of issue-focused mentoring/befriending also for existing mentoring/befriending relationships were discussed. In the second step the three working groups came up with different ideas for possible new issue-focused mentoring/befriending projects. Four of these ideas are presented briefly in this section.



Project “**Crossing Boundaries through arts**”

Target Groups and Aim: Using the method of peer mentoring: Children/youngsters from the home country make and experience arts together with refugees/immigrants.

Possible Activities

- Learning by acting/creating, using both fine and expressive arts.
- Learning about art traditions of other countries, visiting art exhibitions.
- A possible task could be: “What is home to you?”
- It could be also combined with a media project.

What could we do as an umbrella organisation?

- Provide a thematic webpage: document also the outcomes of the project online.
- Develop awards and competitions for the participants. That could be organized on a European level as well to promote a European exchange.
- Organise local events and group activities.
- Implement an interactive mapping of the participants, e.g. profiles on the webpage.
- Use resources we already have: people, experts, etc.
- Obtain cooperation from local museums to exhibit and get funding (entrance fee, donation box, dissemination of the project, input/guided tours).
- Establish strong and powerful partnerships with issue-related decision-makers and artists.

Project “Food waste/ foodsharing”

Target group: Mentees/befriendeds from the age 6 to 10 years old with their mentors/befrienders. The age of the children could, of course, also be older, but the group wanted to focus here in order to develop exemplary activities.

Duration for activities: 6 months.

Activities:

- Preparatory training for mentors.
- 6 workshops, e.g. on: Household, Recycling, Local, seasonal food, 3rd world countries, global perspective, “Taste the waste” (maybe better for older mentees), Healthy eating, Charity giving food to homeless, soup kitchens, food bank, Food at school, Perishability of food.
- Possible formats: Cooking with “waste”, culinary misfits, Dumpster, Blog, School cafeteria track how much is wasted, Growing & sharing food.

Project “Identity”

Target group: Mentees/Befriendeds from the age 10 to 14 years old together with their mentors/befrienders.

Duration for activities: 6 months.

Activities:

- Preparatory training for mentors.
- 6 workshops, e.g. on: Sexuality, Religion/faith, Body-image, Materialism & class system, Values/satisfaction, Cultural heritage/roots, Gender, Relationship, Disabilities, Age.
- Possible formats: Games, e.g. mindfield, restaurant in the dark, Theatre workshop, Role and real play, Quizzes, Excursion, e.g. to a mosque, Make your own front page (using newspaper stories), Cooking, talk about a personal item (good for first workshop).

Products:

- Two Poster of your identity: before the workshops after (this is who I am, this is who I want to be).
- Pre-intervention & post-intervention questionnaire.
- Handbook on content.
- “Identity” channel on the Facebook page/thunderclap.
- Vocal recordings of thoughts of participants.

Project “Human rights”

Ideas for workshops on:

- Human rights/children rights/UN charter.
- Equality (importance of cultural differences/Stereotypes...)
- Inclusion

Ideas for Activities:

- What prejudices do I have (self-experience)?
- Future conference (childhood now and then).
- Self-defence: learning to say “No!”/“Stop!”
- Contact children in other countries and learn about their life.
- Research on biographies/ living books/ ask a “...”
- Build up a children’s city.
- Experiencing disability (one day in a wheelchair, walking blind through the city) etc.



Dos And Don'ts For Issue-Focused Mentoring/Befriending Projects – A Best Of

A list of dos and don'ts for issue-focused mentoring/befriending projects emerged from the experiences during the project 'mentoring/befriending for sustainable development' as well as the input made by the other partners during the discussions. The best of these is listed below:

Do...	Don't...
<ul style="list-style-type: none"> • give people a choice about taking part. • know your topic (e.g. training). • include mentors/befrienders, mentees/befriendees and staff in creating the project: create ownership or find out what the need/interest in your mentee/befriendeed and mentor/befriender group is. • choose the right partners, connect with organisations that are already doing similar work and involve experts in workshops and steering group. • create accredited and appropriate training for mentors/befrienders to prepare for the project/topic. • clarify responsibilities. • use/build on existing resources. • know how much it will cost and be clear about what funds are needed for. • think about whether it matches with government's aims. • make visible and assess what you do: evaluate the project, get feedback regularly and have documented evidence. • risk assessment: how to deal with challenges? • make it fun and have fun yourself as well as the participants! 	<ul style="list-style-type: none"> • make it too time-consuming for befrienders/mentors. • start without adequate funding and resources. • impose a "top-down" idea without checking interest among mentees/befriendees as well as volunteers. • make it compulsory. • make it too complicated. • "reinvent the wheel". • lose the focus on your target group. • be guided only by what funders want. • be inflexible. • have unrealistic expectations. • fail to evaluate the whole project!

2

Edinburgh Workshop

June 25 & 26, 2014

*Befriending Networks
& Scottish Mentoring
Network*

How To Run A National Quality Award Scheme For Mentoring/Befriending Programmes

Learning Outcomes For The Participants Of The Workshop

By the end of the workshop, the aim was for participants to have:

- explored what quality is in relation to mentoring and befriending and why it matters.
- an overview of the quality standards currently run by *Scottish Mentoring Network (SMN)* and *Befriending Networks (BNs)*.
- discussed the differences (and similarities) between mentoring and befriending and the possible implications of this for the measurement of quality.
- thought about the constraints and opportunities offered by their own national context and how this might influence the development of a quality framework.
- explored the idea of creating a future European quality framework against which all mentoring and befriending services in Europe could be assessed.
- discussed what the principles of such a framework might consist of.
- had the opportunity to hear from representatives of mentoring and befriending projects which have undertaken the *SMN* and *BNs* quality standards.

2.1

Why Is Quality Important? A Best-Of ...

... to befriendees/mentees?

- › It reduces the risks. Befriendees/mentees feel more secure.
- › Quality provides reassurance for parents/carers to know exactly what the service is for, can be reassured of its reliability and are more likely to be in favour of the service.
- › There is more focus, there are more opportunities and a greater chance of positive impact on the befriender/mentee.
- › Befriending and mentoring relationships are stronger and more responsive to individual needs.

- › Befrienders and mentors are more committed, staying engaged for longer, which leads to more continuity, reliability and trust in relationships for the mentee/befriender.
- › Befriendees and mentees feel more valued, leading to an increase in confidence and self-esteem.
- › Befriendees/mentees are more involved. Greater active participation and more personal responsibility is encouraged.
- › Befrienders and mentors are adequately trained
- › Boundaries of relationships are clear and confidentiality is maintained.
- › There is clarity and appropriateness in the ending of relationships.

... to befrienders/mentors?

- › They are operating in a safe environment.
- › There is access to high-quality training and support.
- › There are clear rules, roles and responsibilities (e.g. set out in a volunteer agreement) so that there are equally clear expectations

of what the organisation wants from befrienders/mentors.

- › There is a robust matching process, leading to the possibility of longer-lasting, more fulfilling relationships.
- › There is provision for befrienders/mentors to share their experiences with each other and with coordinators.
- › There is a transparent structure and excellent communication with the organisation at all times.
- › Problems are highlighted and tackled quickly.
- › The outcomes of the relationship are demonstrated, which show them what they have achieved.
- › The ending of the relationships are well supported and managed.
- › There is acknowledgement of their commitment.

... to the organisation?

- › Quality ensures that there is a clear framework structuring all activities and aims,

which is related to greater transparency and resilience at all levels.

- › Quality makes it easier to be accountable to the various stakeholders.
 - › There is greater *customer* satisfaction for the different target groups.
 - › Fulfilment of duty of care towards befriendedees/mentees and befrienders/mentors is a priority.
 - › There is more possibility of setting appropriate goals and of achieving and effectively reporting on outcomes- It is easier to know when you've got there.
 - › It involves the organisation in a continual learning process that includes all members of the team and other stakeholders.
 - › The positive reputation of the organisation, bringing benefits to staff, volunteers and befriendedees/mentees would be safeguarded. Quality is therefore also good for the morale of the whole team.
 - › It is important for sustainability and to improve practice over time.
 - › Value for money and efficiency are assured.
- › Quality allows the service to be replicated in new projects/sites.

... to funders?

- › The strategic priorities of the organisation they are funding are clear.
- › They are funding services, which are transparent and sustainable.
- › It provides assurance that they are getting value for money.
- › There are demonstrable outcomes of relationships and they can see the impact of their investment on individuals and communities.
- › They are investing in professionalism and fulfilling corporate social responsibility, which enhances the image of corporate funders.
- › There is a sense of satisfaction for personal donors that money is well spent.
- › Quality systems allow funders to provide continuation funding.
- › It is good publicity for funders to be involved with an organisation, which has gained a quality award.

- › They can clearly see whether they are contributing to current government objectives and priorities (e.g. the prevention agenda in Scotland).

2.2

The Quality Awards In Scotland

Befriending Networks - The Quality In Befriending Award

Launched by BNs in 2010, *Quality in Befriending (QiB)* is a quality award specifically for befriending projects. The standards outlined in *QiB* link closely to the *Befriending Networks'* document produced for its members entitled 'Good Practice in Befriending', which illustrates

the service standards expected of befriending services. The Quality Standards are also linked to the 'Vital Skills in Befriending' training course offered by *BNs*, which is credit rated with the Scottish Qualifications Authority and therefore constitutes a recognisable qualification.

Projects can achieve *QiB* at one of two levels:

- › *Quality in Befriending Award* (ie, they have demonstrated Safe & Competent Practice),
- › *Quality in Befriending Excellence* (ie, they have demonstrated Good Practice).

The Scope of *QiB*

QiB assesses the core work of befriending projects and does not aim to assess the wider organisation. The nine practice areas covered by *QiB* are:

1. client referrals, assessments and waiting lists,
2. volunteer recruitment, assessment and selection,
3. volunteer training,

4. matching,
5. reviews and ongoing support for clients and befrienders,
6. endings,
7. risk management and safety,
8. project resources and
9. monitoring & evaluation, and implementing change.

In August 2012 a charging structure for all new *QiB* registration was introduced.

More information can be found here:

www.befriending.co.uk/quality-awards.php

Scottish Mentoring Network – The Project Quality Award

Scottish Mentoring Network has its own Quality Standard, designed specifically for mentoring projects in Scotland, along with a new corresponding Good Practice Guide.

Applying for a quality standard accreditation demonstrates the commitment of a mentoring

project to delivering a service, which focuses on the expectations and requirements of its stakeholders. Achieving the Quality Award shows that a project is applying good practice to all aspects of its work.

The standard is designed around six core quality practice elements:

1. Matching purpose with performance,
2. Managing resources and accountability,
3. Putting the client first,
4. Providing committed mentors,
5. Employing skilled staff and
6. Active safeguarding.

Each element addresses the performance level a project is expected to demonstrate in order to achieve the Quality Standard.

Once achieved, the Quality Award will apply to a project for three years providing there are no significant changes in the project's operations. To be eligible to apply, projects will need to have completed one full cycle of matches.

The whole application process can be completed online helping projects save time and costs.

SMN's Good Practice Guide provides invaluable advice on how to set up a mentoring project. It has been written to match the format of the Project Quality Award and gives very useful guidance, practical examples and checklists to assist in completing the Project Quality Award Application.

More information can be found here:
www.scottishmentoringnetwork.co.uk/mentoring-project-quality-award.php

2.3

A National Quality Award for EMBEP Partners?

The question, whether and how to implement a national quality award, was addressed with *Three Horizons*¹ tool.

Horizon 1 represents the current situation.

Horizon 3 represents the desired future: Where would we like to be with a national quality award 5 years from now, in 2019?

Horizon 2 represents the necessary actions - all those things that would need to happen between now and then - to make Horizon 3 a reality.

¹ The Three Horizons Tool is a strategic planning tool created by the International Futures Forum, see: www.internationalfuturesforum.com/three-horizons (15th of August 2015).

Austria

- › No national award.
- › Organisational guidelines on standards and quality are currently provided by their member's parent organisation only.

Germany

- › No national award.
- › The *Aktion-zusammen-wachsen* campaign resulted in a set of common measures for quality assurance in mentoring organisations in 2008 based on good practice guidance developed in consultation with grass-roots experts.
- › The Berlin network is starting to focus on quality standards within the local area. This started with the definition of standards for child protection and the prevention of sexual abuse.
- › There is currently no organisation, which could lead the process of creating a national quality standard and of controlling and overseeing the process.

Italy

- › No national quality award.
- › *The Mentoring USA/Italia* projects are monitored by the *University of Rome, La Sapienza*, in areas such as cognitive skills. The university monitors these areas through questionnaires to both mentors and mentees.

Scotland/UK²

- › Two quality awards are in operation – one for befriending (since 2010) and one for mentoring (since 2011). Prior to 2011, both *SMN* and *BNs* administered the “Approved Provider Standard” on behalf of the *Mentoring and Befriending Foundation* (an English based organisation which is now defunct as an autonomous body). All three of these awards have to be renewed after three years.
- › Many befriending and mentoring organisations throughout Scotland and the UK currently hold one of the three quality awards for befriending and/or mentoring.
- › It is becoming an expectation among funders and commissioners of services that organisations will work towards a quality standard in befriending and/or mentoring.

Switzerland


- › No national quality award.
- › *Caritas* in Switzerland has eight members, all of whom have signed up to agreed good practice standards for the befriending and mentoring services within the national organisation. These are monitored and discussed through exchange/networking meetings among the members, although no assessment procedures currently exist to verify whether members meet the standards.
- › There is flexibility within the shared good practice standards to reflect differences between the member projects in terms of target groups, ages of befriendees etc.
- › Other befriending and mentoring services in Switzerland, which are not part of *Caritas*, are not currently linked to these standards, although there is a government interest in funding the development of mentoring/befriending services so this proposal may arise.

Horizon 1: The Current
Situation – 2014
Reality


Austria

- 
- > A national quality award for befriending and mentoring, independent of government control.
 - > Many more befriending and mentoring projects than currently exist.
 - > Widespread awareness at all levels of the value of befriending and mentoring.


Germany

- 
- > A fully functioning quality award for the Berlin network, which can be used as the basis for a national network further on; possibly with different types of awards for smaller and larger organisations.
 - > No charge for the award, but rather money available from the government as a “prize” for successful practice.
 - > Establishment of a national committee, which could meet annually to review and develop the standards.
 - > Quality not quantity to be the norm: All organisations work to proper quality standards.
 - > Regular exchange of experience between bodies governing quality in befriending and mentoring in Europe.


Italy

- 
- > An agency for quality in befriending and mentoring established by the Ministry for Education.
 - > Public funding available for organisations wishing to complete the quality award, including funds to cover the administration of the award to make changes necessary to achieve it.

Scotland/UK

- 
- > Government and national agencies to endorse a national quality framework for befriending and mentoring, to make the acquisition of the award a prerequisite for delivering services and to provide funding to all who wish to attain it to allow necessary improvements to be made.

Switzerland

- 
- > An agency for quality in befriending and mentoring established by the Ministry for Education; perhaps initially in German-speaking areas only as there are important cultural differences in the country as a whole.
 - > On-going work to set up more services and improve funding climate, which leads to a lack of openness between the NGOs.

2 *SMN* is a Scotland-wide organisation and *BNs* has a UK-wide remit. Therefore reference to both national contexts is necessary.

Austria

There are very few mentoring and befriending services in the country and very little awareness of the value of this type of support. We need to raise awareness- among the general public and at the government level - before we can hope to have the infrastructure, which would allow us to create and coordinate a quality award. A communication strategy is therefore necessary in the first instance, in order to inform relevant stakeholders of the value of mentoring and befriending.

Germany

To realize our vision we have to review all documents and guidelines available and work out our award framework - examples from *SMN* and *BNs* will be very useful in doing so. Our award should be accessible (probably available online) and should be flexible to accommodate the differing requirements of working with different target groups and different outcomes. The size of the organisation and length of time it has been operating may also give rise to different quality requirements. Part of this might also be to create a list of measures that focus on quality rather than quantity within befriending and mentoring programmes and begin to implement them within the Berlin network.

Horizon 3: The Desired
Future - By 2019 We Want...
(Backward-Planning)

Horizon 2: Actions To Bridge
Horizon 1 And Horizon 3
- What We Need To Start
Doing Now To Make Our
2019 Vision A Reality!

Italy

We could begin to write a handbook for a quality framework for mentoring and befriending. We could also begin the preparatory work for setting up a national agency or organisation whose responsibility it would be to conduct the quality assessments of befriending and mentoring services (similar to *BNs* and *SMN*).

Scotland/UK

BNs will first complete the development of *QiB* into an online model. Then in partnership with *SMN* we could lobby the Scottish Government for formal recognition of the two awards, making recommendations about the form this recognition should take. This would involve representatives of *BNs* and *SMN* actually meeting with government officials in person.

We could also specifically target funders to include support for undertaking quality awards in their funding packages. Again, a direct approach (for example a joint *SMN/BNs* presentation to the *Scottish Funder's Forum*) might be the best solution.

Another possible set of actions would be around the continual modification of the existing awards to make them more flexible, comprehensive and robust. (One example suggested by members would be to include site visits and interviews with stakeholders as part of the assessment process). On an organisational level we could try to ensure that the issue of promotion of the quality awards should be a standing item on the *BNs* and *SMN* boards' agendas. We could jointly organise a high-profile celebration of all the organisations holding the two quality awards each year. Finally, we could begin conversations with our *EMBEP* partners about creating European quality standards and support them in any way we can to create their own national awards.

EMBEP

Firstly, we must take steps now to discuss the possibility and content of the next stage of the EMBEP project after 2015. In the meantime, within our own countries we should take every opportunity to raise awareness of the importance of befriending and mentoring, both generally and in lobbying our governments. In doing this, we should use all that we have learned from our European partners and share examples of best practice. We should all contact other befriending and mentoring projects in our area and tell them about the work we've been doing on quality at a European level. This will help to raise awareness of the importance of quality standards in the delivery of our services and may lead to the creation of local networks like the one in Berlin.

Another idea is for those organisations, which currently have no national quality framework, to consider the possibility of working with a research student to develop a framework, which might be mutually beneficial. We must also try to overcome the fear of losing projects in our local networks by setting standards. What we need to do, rather, is support them to make the improvements necessary to achieve the standards.

On a European level, we can perhaps work towards creating a European-wide online quality assessment system, which we can all use and adapt to our specific needs. We must remember to keep sharing all useful information and ideas across EMBEP and continue to work together, on the principle that we are stronger together!

2.4

A European-wide Award for Quality in Mentoring and Befriending?

SWOT-Analysis Of A Future Potential European Wide Quality Standard

Strengths

- + Existing quality standards of some EMBEP partners.
- + Experience of delivering high-quality M&B services.
- + EMBEP partnership as a network with productive working relationships.
- + Expertise in lobbying of some members.
- + Diversity within EMBEP as an opportunity to highlight best practice.
- + Mentoring and befriending organisations throughout Europe have common problems and common goals.
- + Between us we have a broad target group who could benefit from this proposal, which should help our case.

Weaknesses

- Only a small number of countries involved in EMBEP.
- No clear definitions of M&B across Europe.
- No common mission or organisational framework among European M&B organisations.
- Not enough time among members for lobbying and for preparatory work.
- M&B organisations have access to different levels of resources in Europe and are at different stages of evolution.
- A European award might be perceived as a luxury given the lack of national quality standards in most countries.
- Lack of awareness in most countries about the economic and social values of M&B.
- Due to the varied target groups it might be difficult to define common quality standards.

Opportunities

- + Learning from other quality networks around Europe (e.g. Lifelong Learning).
- + Creation of national quality awards as a valuable first step.
- + Policy makers are increasingly interested in M&B.
- + More funding maybe available through Erasmus+.
- + Extending EMBEP in duration and in the number of partners.
- + EMBEP could draft international quality standards and a good practice guide for M&B.
- + A European award as an attractive benchmark (with more prestige than national awards).
- + Quality standards at a European level could empower national and regional projects and make it easier for national and regional awards to be established.

Threats

- By trying to include all projects in all countries, the award could become too general.
- Government policy and priorities change. The interest in M&B could decline.
- The immediate future looks likely to bring a decrease in public money available for voluntary sector organisations.
- Funding may become even harder: If there is no funding for direct services, how can we fund a quality award?
- Organisations are already too busy fighting for their own survival to worry about networks and a common quality framework.
- We cannot be certain that a quality standard is not already in operation elsewhere in Europe.

Principles Of A European Quality Framework For Mentoring And Befriending

1. The framework should be inclusive of the whole spectrum of befriending and mentoring delivery.
2. The framework should have sub-categories in terms of target group, size of organisation, length of time in operation and any significant cultural variables to allow the necessary flexibility to be truly inclusive.
3. The framework and resulting awards should be easily accessible, as short and simple as possible and available online.
4. The framework should contain clear guidance on minimum safety standards across all organisations.
5. The process of defining the standards should be reviewed regularly and should be responsive to feedback from member organisations.
6. The framework should contain clear guidelines on which bodies and agencies have the authority to assess quality applications and grant awards.
7. Any awards arising from the quality framework should be affordable and cost should not be an impediment to its achievement.
8. The framework should be practice-orientated and its main outcome should always be the improvement of practice among befriending and mentoring organisations throughout Europe.



3

Salerno Workshop

October 22 – 25, 2014

Mentoring Usa/Italia

Recruitment & Training of Mentors/Befrienders

Learning Outcomes For The Participants Of The Workshop

By the end of the workshop, the aim was for participants to have:

- compared methods of mentor/befriender recruitment.
- discussed characteristics of suitable mentors/befrienders.
- learned about the process of mentors' training in Italy and Spain.
- explored the differences and the similarities between volunteer training in the different countries.
- talked about common topics for volunteers training.
- experienced practical examples of activities proposed in a volunteer training session.

3.1

Recruitment And Training Practices In The Different Countries

Recruitment of Mentors/ Befrienders

The recruitment of volunteers to become mentors/befrienders is one of the core processes within a mentoring/befriending project. Without enough suitable volunteers, the mentoring/

befriending relationships cannot be initiated. Therefore project coordinators invest a lot of time and resources in advertising their volunteering projects, communicating goals and expectations and implementing a selection process.

To make a (cost-)effective and appropriate advertisement you always have to be aware of your target group. Some projects might have a focus on a specific group to become volunteers because of their project design. Such characteristics should be taken into account when choosing the channels of communication, language and styles.

At the EMBEP workshops in Italy participants exchanged their experiences on how to recruit mentors/befrienders and presented their most common and successful methods. The following section gives an insight to the practice in the different countries and for the different projects.

Mentoring/Befriending programme coordinators use a variety of methods to acquire their volunteers. Some of them belong to the traditional way of advertising and public relations;

others have been developed with individual creativity and try to go for more innovative approaches. They use both **online and offline channels**: traditional media (e.g. radio, newspapers, and television), social media (e.g. Facebook, LinkedIn and XING, Twitter), various printed material (flyers, posters, postcards), volunteering platforms (on the internet or at local fairs and in local centres), mailing lists etc.

One of the most successful measures remains **the word of mouth advertisement** by currently engaged or former volunteers or other people related to the organisation. This highlights the importance of good quality standards for mentoring/befriending projects connected to not only a good recruitment, training and matching process, but also a high standard of support for the ongoing relationship. This is crucial to the resilience of the matched relationship. Satisfied and happy volunteers are more likely to talk to friends and relatives to become **“ambassadors”** for this successful one-to-one practice. Indeed, a participant from Scotland talked about the direct assignment of mentors/befrienders as ambassadors. They could join open events to speak about this volunteering

practice and/or publish statements and reports on the homepage of the organisation. Hearing directly about the experience of a mentor/befriender is not only more authentic but raises also the credibility of the project. Another innovative and hands-on tool presented by a Scottish project was to encourage direct advertising within the volunteer's networks. The organisation printed postcards with the message "**The person who sends you this postcard thinks you are a good mentor!**" The **snowball effect** is here utilised in a very practical way: With only a small effort the volunteer can recommend one or more people from his/her network to become a mentor. So the word-of-mouth advertisement can be combined with the ambassador role of the existing volunteers.

Another promising tool is the establishment of **strategic partnerships** in order to facilitate the recruitment of the mentors. Programme coordinators from Italy, Spain and Germany reported positive experiences with university partnerships, where university students are among the main target groups to become mentors/befrienders. These partnerships range from the possibility of advertising at and through university channels

to signed agreements, where the volunteering students are acknowledged for their commitment with credit points. A participant from Scotland added their experience with business partnerships, where professionals, volunteering in mentoring projects, were supported by companies that offered their employees free working hours to invest time in the mentoring relationship.

Befriending organisations in Scotland are increasingly turning to social media in order to promote their services and attract befrienders. Facebook and Twitter profiles are a cost free means to promote befriending services, but the risk here is that without someone to regularly update an online profile, the content soon becomes out of date. The majority of successful befriending services still appear to recruit most effectively by word of mouth.

For all these measures it is advisable to use a cost-benefit analysis to assess their level of success. Some of them will be more time consuming and less effective than others. The time and effort invested have to be balanced against the number of volunteers acquired through the

measure. Normally at the beginning of a mentoring/befriending project the resource investment to get the first volunteers will be higher, because all the materials have to be prepared and the first contacts have to be established. This is the same for the application of new communication channels to add additional advertisement possibilities. Programme coordinators, especially from smaller organisations, stressed the challenge of investing enough resources to get a certain number of volunteers. Additionally some participants argued that it gets even more challenging when the project requires longer-term mentoring/befriending relationships. A participant observed that some volunteers nowadays are often not able or willing to commit for long periods of time. It can be helpful to focus as much on the benefits for the mentor/befriender, rather than just on the mentee/befriende and emphasise the benefits to volunteers. This aspect has perhaps been a bit neglected in the different advertising strategies discussed at the EMBEP workshop in Italy so far.

The Role Of Umbrella Organisations For The Recruitment Of Mentors

In respect of the challenges that have been mentioned above, services provided by mentoring and befriending umbrella organisations can help projects to overcome difficulties in recruitment. Umbrella organisations can reduce the amount of resources needed to recruit the mentors/befrienders as well as enhance cost efficiency. Some of the experiences of the Scottish national networks as well as the Berlin local networks are briefly outlined below.

Umbrella organisations provide support to run mentoring/befriending projects, improve practice and enable best practice exchange amongst the different services. Generally speaking, an organisation that promotes the one-to-one practice helps to raise public awareness of mentoring/befriending projects and at the same time the opportunity to volunteer. Connecting different mentoring projects, on a local, national or even European level, helps organisations to get new and successful ideas for advertising as well as reducing time for learning by benefitting from the experiences of

others; which measures are successful?; which measures are too time consuming?; and what is the right language and media for advertising to a specific target group?

In the case of the Berlin network **shared activities of advertisement** have been integrated to the practice. Particularly for small organisations it is very convenient to share **a stand at a local fair**, for example. The time investment to take part at the fair is shared amongst the network members. Organisations that couldn't have afforded their own stand are then able to participate. Interested volunteers also benefit from this partnership, because they get a wider spectrum of advice and will more easily find the project that matches their circumstances and expectations. Another successful project called "*100 Paten für Berlin*" (100 Mentors/Befrienders for Berlin) has been initiated by a group of university students to support members of the Berlin network to get new volunteers. Together they organised a campaign with articles, posters, stickers, a webpage etc. to join forces and raise awareness. Interested volunteers contacted the campaign managers directly and got information on how to become

a mentor/befriender and were advised which projects might best suit them. The campaign started at the end of 2012 and in only a few months the target of 100 new mentors/befrienders for Berlin was reached.

Training of Mentors/Befrienders

Training of Mentors/Befrienders takes place at the start of a project and is designed to prepare the volunteer for his/her role. This training helps the volunteer reflect on his/her experience as well as further developing necessary social skills. Many of the participants of the Italian workshop consider preparatory training as an important part of the selection process of the mentor/befriender. It can also influence the development of a volunteer identity and foster the commitment of the mentor/befriender.

In the school-based approach within the concept of Mentoring USA/Italia, which was presented during the workshop in Italy, the training concept is seen as part of the core elements of the project. In addition to the preparatory training, weekly compulsory training sessions

are provided for the volunteers. The training concept of Mentoring USA/Italia consists of:

1. an initial training of three sessions (6 hours) to let the volunteers better understand the roles and the goals of the project;
2. a weekly training called "little group" (at the end of each session) for 30' minutes to fill in the logbook, share difficulties and receive support and feedback;
3. a monthly supervision (2 hours per month) for reviewing the situation to date.

Frequent content of the mentor/befriender training identified by the other partners are, e.g. the goals of the project, the role of the mentor/befriender, intercultural competencies, conflict management, pedagogical competencies, resilience, child protection and safety. Often also external experts are being invited to provide advice and background information. Depending on the target groups of the different projects the content sometimes includes training on mental or physical illnesses, e.g. traumatized children, dementia or handicapped people; or judicial questions, e.g. asylum law.

The Swiss partner «*mit mir*» (*Caritas Switzerland*) uses a different, more flexible approach than in Italy. Once or twice a year they organise training for their volunteers, free of charge. The topics vary, but as it is very important to their target group, they address the issue of child protection every year. The participation is not compulsory but they emphasise that the volunteer's attendance at those training sessions are very important to their participation in the project.

Other topics that have been an important part of past years befriender training have included:

- > children and media (TV, internet, social media etc.).
- > delimitation (closeness and distance between children/their families and the befriender),
- > intercultural communication and boundaries in communication and
- > poverty.

Exchange of experience and supervision

Most of the partners involved pointed out the importance of regular support of the mentors/befrienders through additional training, regular peer-to-peer meetings or one-to-one supervision.

On a regular basis many programme coordinators organise meetings where the volunteers can exchange their experience, problems and questions. It is also a good occasion for the organisations to hear about any issues the volunteers are concerned about. This leads to a closer and tailor made support of the volunteers, because training can be provided according to their needs.

3.2

Befriending Networks (2014):

Good Practice In Recruitment And Training Of Volunteer Befrienders

(Extracted from 'Good Practice in Befriending', © Befriending Networks)

In the following an extract of the Befriending Network's Good Practice Guide summarises

the main aspects and processes of the recruitment and training of befrienders. Many of them can also be referred to mentoring projects. Scottish Mentoring Network's Good Practice Guide, which is provided for all members, addresses the recruitment and training of mentors specifically.

Recruiting befrienders

Not everyone will have the skills and aptitudes necessary to enable them to become a good befriender, so services should write a person specification before starting to recruit volunteers for this role. Each service

The desired characteristics of a befriender might be:

- a warm personality,
- good communication skills (especially 1:1),
- ability to use their initiative and work within guidelines without direct supervision,
- reliability,
- regular availability,
- ability to make a commitment to the service for a specified length of time (e.g. a minimum of six months),
- ability to handle stress calmly,
- ability to maintain confidentiality,
- self-awareness and ability to reflect on their befriending relationship,
- awareness of the potential significance and importance of the befriending relationship for the befriende,
- awareness of their own support needs within befriending,
- empathy and understanding,
- open-mindedness and
- respect of other people's life choices, values and beliefs.



should decide whether or not the person specification forms part of the application pack given to potential befrienders, or whether it is simply kept for staff to refer to.

Advertising

Most services will need to advertise for volunteer befrienders at some time. The following are some of the more common methods used:

- > articles in the local press,
- > appeals on local radio stations,
- > stalls at volunteer recruitment fairs,
- > paid advertisements in papers and magazines,
- > social media, including Facebook pages and
- > websites, including volunteer centres and
- > Leaflets and posters in: local volunteer centres, community centres, leisure centres, libraries, GP surgeries, colleges/universities, supermarkets, churches.

N.B.: Ensure that staff is able to follow up any volunteer recruitment campaign responses immediately (e.g. have application packs ready to hand out). It is recommended that services monitor all forms of response mechanism, e.g. phone, e-mail, social media posting.

Suggestions:

Before designing promotional materials to advertise for befrienders, look at what other organisations have produced (e.g. at the local volunteer centre or online) to judge what works well.

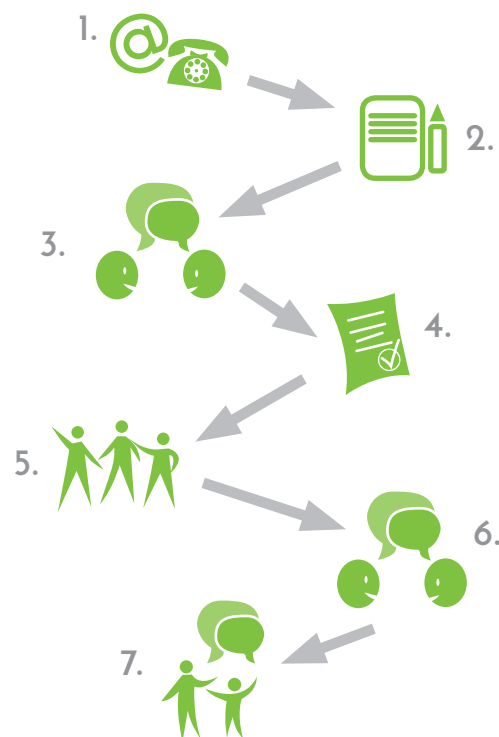
Think about what kind of people the service hopes to attract as volunteers, and target advertising (in terms of style, content and placement) accordingly.

Selection of befrienders

Contact with potential volunteers at each stage of the process, including during introductory training is an opportunity for staff to assess their suitability on an on going basis. It is important that the selection process is managed sensitively in accordance with the service's core aims and values.

The selection process

Potential volunteers may be assessed against the criteria identified in the befriender person specification. These qualities cannot be assessed fully during a simple question and answer session, so services can use many or all of the following stages of the recruitment process to help with this (although the order may vary slightly).



1. Initial enquiry
2. application form
3. initial selection interview
4. references and vetting process
5. introductory training course
6. final selection interview
7. early review once matched

Suggestions:

Try to ensure that the responsibility for selecting befrienders does not rest with one person.

Try to involve more than one person in the interview and selection process of each applicant (e.g. during interviews or training).

View the introductory training course as part of the selection process.

Make it clear to applicants that an invitation to attend introductory training does not mean they will definitely be accepted as a befriender.

Application form

Application forms are central to the selection of volunteer befrienders because they:

- > formalise the selection process,

- > provide a record of the applicant's personal details (e.g. name, address, occupation, referees),
- > present a personal statement of why the applicant wants to befriend and what they can offer,
- > can be used to acquire signed permission for the vetting process and
- > provide confidential space for pre-check self-disclosure by the applicant.

Initial selection interview

A selection interview offers applicants the opportunity to:

- > explore their motivation for applying to be a befriender,
- > outline their life experience and how it may relate to the befriended group and
- > learn more about how the service works.

It also allows services to:

- > get to know applicants on a personal level,

- › observe applicants' interpersonal skills (often in a 1:1 setting),
- › gauge applicants' understanding of the issues faced by the befriended group,
- › explain what is expected from a befriender and what support is provided by the service,
- › gather information about individual volunteers' skills, hopes and expectations before becoming a befriender. This baseline can then be compared with their experiences during and at the end of a match.

References

References allow services to obtain information on applicants' personalities, experience, skills and attributes from people who know them well.

References are usually requested in writing, ideally by using a standardised form. This ensures that important issues are addressed and that the same information is gathered about each applicant. The questions asked should relate to the befriender role description or person specification.

References may be taken up at any stage in the selection process, but satisfactory references must have been received by the service before the applicant starts befriending.

Criminal records checks

These processes vary across Europe. Whereas in some countries it is compulsory for volunteers working with specific target groups in other countries it is not. Also the responsibilities of the administration in charge differ from country to country.

Final selection interview

This second interview:

- › helps to make it clear to applicants that the induction training is part of the selection process,
- › gives services the chance to check with each individual what they have learned from their training, assess whether they are ready to become a befriender, and give them

feedback on how they have performed during the rest of the selection process,

- › allows services to check out any concerns that may have arisen during the training process about an individual's suitability (asking another staff member, enhanced volunteer or Board member to attend will provide a second opinion) and
- › provides a confidential setting to help unsuccessful candidates think about other, more appropriate, volunteering opportunities.

Suggestions:

If an applicant is turned down at any point in the process, or if they themselves decide that they aren't suited to the role of befriender, signpost them to other possible volunteering opportunities, either within the organisation or via the local volunteer centre.

Think about whether or not it is appropriate for people with personal experience of the befriended group's situation to become befrienders, and if so, whether there should be any restrictions on when they get involved. Consider including this information in recruitment materials.

Training befrienders

Introductory training

The provision of a course of introductory training for potential befrienders is a fundamental requirement. It is important that the coordinator has a lead role in the design and delivery of the training, as it facilitates relationship-building as well as sharing critical information about the service, and the roles and responsibilities of all involved. Introductory training usually forms part of the assessment process: if this is the case, it is important that potential volunteers are aware that this is happening. Volunteers should complete their introductory training before they are accepted as a befriender and before they are matched with a befriended.

Purpose of the Befriender's Training

Services provide introductory training for volunteers in order to:

- › explain the realities of being a befriender,

- › enable applicants to make informed choices about whether to become a befriender,
- › assess applicants' suitability for the role and
- › provide befriendeds with befrienders who are suitably prepared.

Course length

There is no definitive course length, but typically they will take place over a number of sessions in order to:

- › test the commitment of befrienders before matching them,
- › cover subjects in sufficient depth,
- › allow staff time to build up a working relationship based on trust with each volunteer,
- › enable group processes to develop,
- › give service staff time to assess participants and
- › allow staff and participants the chance to reflect on the course content.

Content

An introductory training course for befrienders usually involves the following:

- › an exploration of volunteers' motivations, hopes and fears,
- › the service's definition of befriending and description of the befriender's role,
- › communication and listening skills,
- › relationship building,
- › boundaries within befriending,
- › beginnings and endings of befriending relationships (attachment, separation and loss),
- › befriender-group specific information (e.g. child protection or dementia awareness),
- › attitudes and values, prejudice and discrimination, equality and diversity,
- › personal development/self reflection and
- › service policies and procedures.

Further training

It is good practice to offer further training on relevant topics once befrienders are matched. This furthers befrienders' personal development, helps befrienders to meet one another, gain mutual support, feel part of the organisation, work better in their role, develop specialist skills and continue to feel motivated.

Suggestions:

Ensure service coordinators are trained as trainers.

- › **Compare the service's existing introductory training topics against the checklist.**
- › **Find out the variety of resources available, free or at a cost, to support your training.**
- › **Invite existing befrienders and befriendees to an introductory training session to share their experiences.**
- › **Ask befrienders to suggest topics for further training sessions.**
- › **Think about whether or not all befrienders are required to attend further training.**

4

Lucerne Workshop

March 11 – 14, 2015

« mit mir » - Caritas Schweiz

Evaluating Mentoring & Befriending-Programmes

Learning Outcomes For The Participants Of The Workshop

By the end of the workshop, the aim was for participants to have:

- had the opportunity to hear from Caritas consulting experts what impact measurement means and what are the main implications for social projects.
- an overview of a result-oriented model for impact measurement.
- thought about the existing practices of evaluating the impact of mentoring/befriending project in each country.
- discussed which impact measurement methods best fit a mentoring/befriending project.
- developed a draft of an impact measurement plan based on the results model.
- had the opportunity to put together an exemplary evaluation questionnaire according to the developed draft.
- assessed benefits, limits, chances, risks and costs related to impact measurement or mentoring/befriending projects.

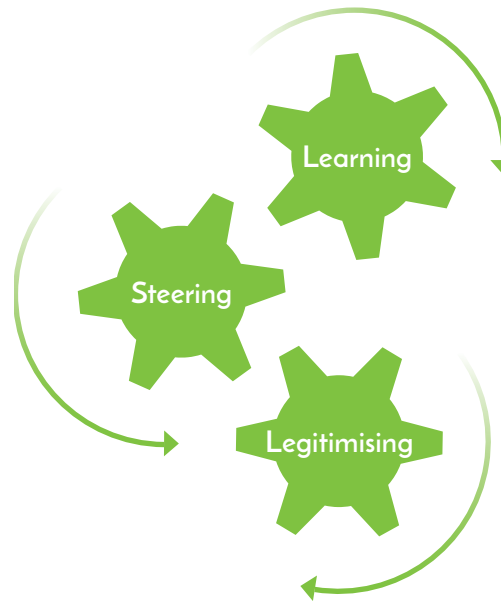
4.1

Introduction To Impact Measurement

The workshop in Switzerland was opened with a presentation by Dr. Bieri titled "Introduction to impact measurement". Dr. Bieri works for ZEWO, the Swiss institution for certification of charitable organisations. He presented the impacted measurement model developed by ZEWO. This model comes from the field of international development cooperation but it is also being applied to national projects.

Generally speaking, all professionals involved in social projects have to deal with three main questions related to impact measurement:

1. Are we doing the right thing?
2. Are we doing the right thing properly?
3. How can we do the right thing better?



Source: Figure according to Dr. Bieri's Presentation (ZEWO).

Impact measurement offers a good basis to learn from your own experiences, to steer an organisation applying a results-based-management and through this to legitimise the organisation's actions.

The process of impact measurement is composed of several steps and starts with a problem analysis and the formulation of the project objectives. A fundamental step in impact measurement is the development of a **results model**. This model describes implicit and explicit assumptions about the project mechanism. The core elements of this model are *Input, Activities, Output, Outcome, Impact*. The model shows through which concept, implementation, products and service of the project and effects on affected people can lead to the achievement of project's aims.

It is also very important in order to understand and analyse successes and failures in the process. This whole plan should be recorded in writing and through graphics.

Similar models, often called **impact chain**, have been developed also by other institutes.

The figure below, based on the ZEWO-model and slightly complemented, illustrates the *results-model* respective *impact chain*.

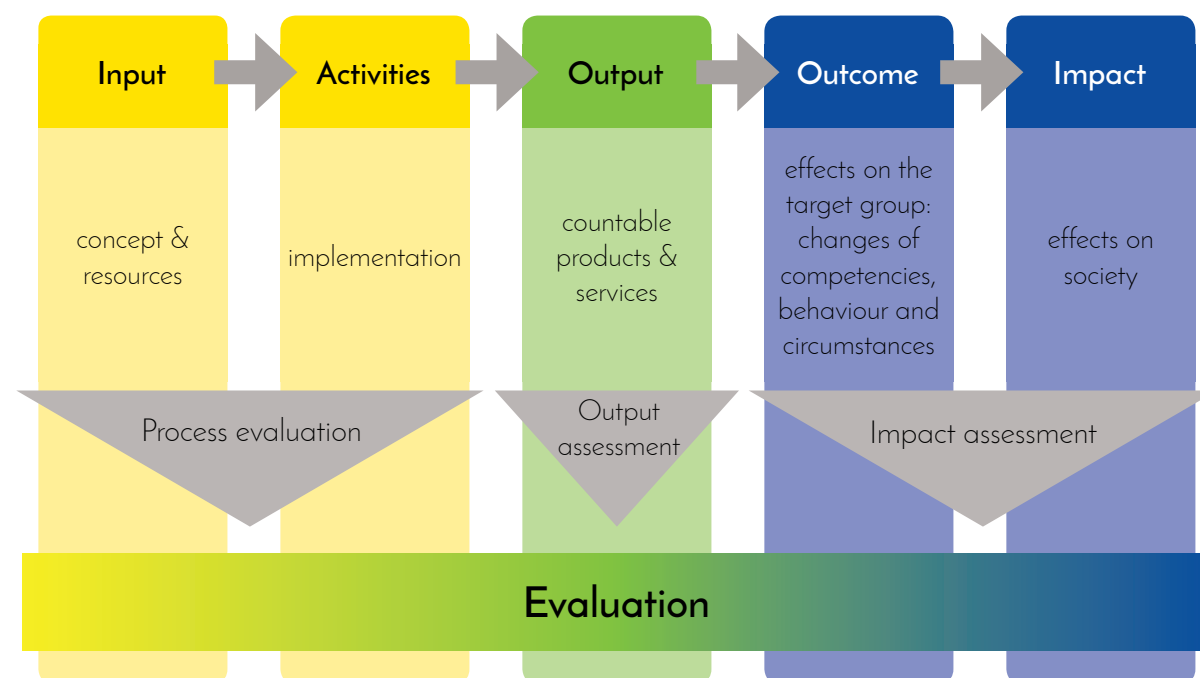
Every mentoring/befriending project should create their results-model/impact chain to monitor the project and assess the outcomes. Depending on the project design and goals

there might be some differences. A good example of an impact chain for a mentoring/befriending project can be found in a recently published social return on invest (SROI) analysis of the German project *Balu und Du*.¹

During the discussion of the participants some main challenges for impact measurements

have been mentioned. Amongst others, participants stressed the difficulty of the creation of control groups in social projects, the sometimes very strong influence of funders for the definition of goals as well as the challenge in receiving enough data, when the number of respondents normally is much lower than 100%.

All participants agreed on the fact that evaluation is important to have a comparison between the start and the end of a project. Some expressed the wish for a common method to measure impact for mentoring and befriending on a national basis and possibly across whole Europe in the future.



¹ Péron/Baldauf (2014), *Was bringt's? SROI-Analyse des Mentoringprogramms Balu und Du*, pp. 27-32. See also: Müller-Kohlenberg/Drexler (2013), "Balu und Du ("Baloo and You") - A Mentoring Program. Conception and Evaluation Results", in: Michael S. Shaughnessy (Hrsg.), *Mentoring: Practices, Potential Challenges and Benefits*, New York, pp. 107-123.

4.2 The Importance Of Impact Measurement For Mentoring And Befriending In The Different Countries

Participants were divided into groups according to their nationalities in order to explain how impact is measured in each represented country. The following chapter gives a first overview on the importance and aims concerning impact measurement for mentoring and befriending projects.

Austria & Italy	Germany	Scotland	Switzerland
<p>If the project is funded by the government, IM is very important.</p> <p>The government wants to monitor, how the money is spend.</p> <p>Generally it is also a common tool to improve the project.</p> <p>Since funding is getting less, IM can be a support to proof the importance of the project based on the collected data.</p>	<p>IM has become more important and there is a polarisation between small organisations, which do not have enough resources, and big organisations, which are constantly evaluated.</p> <p>Indicators for the growing importance of IM for mentoring and befriending in Germany are inter alia:</p> <ul style="list-style-type: none"> › the increase of money from foundations being invested in IM, e.g. Benckiser Foundation; › the leading example of the very well evaluated “<i>Balu und Du</i>” project; › the deployment of the so-called impact-oriented <i>Social Reporting Standard (SRS)</i> as a tool and benchmark for social projects and businesses; and › the importance of the topic-oriented Phineo award, a national award to assess the impact of a project. <p>Additionally, the above-mentioned <i>Impact Chain</i> is becoming more dif-fused as a useful planning tool. The German partners have the impression that sometimes it is even more common to apply the impact chain in order to design a project rather than to evaluate it. However, there are no com-mon existing standards for mentoring/befriending being employed, espe-cially for small projects, and only little exchange of information is spread.</p>	<p>IM for mentoring and befriending in Scot-land is more important now than ever, because:</p> <ul style="list-style-type: none"> › it demonstrates importance for individuals, › it highlights successes and achievements, › it evidences the impact made, › it gives credibility to self evaluation, and › funders and/or decision makers can be more confident in the value of the intervention <p>Befriending and mentoring exemplify pre-ventative measures which support the Scottish Government’s policy agendas on prevention and early intervention: not only are there better outcomes for the individual, but these approaches represent value for money, relieving the pressure on statutory services</p>	<p>Different experiences can be observed in Switzerland: sim-ilar to the previous statements in Switzerland the impor-tance of IM is highlighted for funders, for state agencies and for the project creators in improving practice. There experience is that funders do not ask for numbers, i.e. quantitative data, only, but they also want “stories”, i.e. qualitative outcomes.</p> <p>They describe that there is a big demand for IM in all types of projects to prove suc-cess. IM is therefore a good tool to show the value of a programme.</p>

4.3

Methods Of Measuring

The following chapter introduces methods of impact measurement in general (in the first section) and then impact measurement methods and models more specifically for mentoring and befriending projects (in the second and third section). Some of the main challenges are being discussed and the role of indicators is being introduced.

About Attribution Gaps, Indicators and Quantitative versus Qualitative Methods

Stefan Siebenhaar (*Caritas Switzerland*) discusses the error sources in impact measurement. He illustrates on the one hand that the logic of input-impact is generated by several complex evaluation possibilities; on the other hand he clarifies that processes of output, outcome and impact are very hard to control and to foresee. For example, training does not necessarily lead to the acquisition of new abilities (and settings, ? don't understand this?) as you cannot control what a volunteer does out of his/her training session. These attribution gaps decrease the reliability of data along the Input-Activities-Output-Outcome-Impact process. From this discussion interesting questions have been raised by participants in the workshop in relation to the question of causality and correlation: in a complex world with multiple influencing variables it is difficult to prove that the mentoring/befriending project was responsible for the positive change. This remains an unsolved problem, but where comparison with

other studies can be helpful in order to increase data reliability and causality.

To recognise change Siebenhaar focuses his presentation on comparative approaches. Change is in this case made visible by comparison of (1) before versus after, (2) service beneficiaries versus control groups or (3) objectives of the project versus performance etc.

A particular challenge in developing a *results model/ impact chain* is how to prove the achievement of previously set goals. Therefore a central aim of the model is to determine a considerable number of diverse indicators to test these goals. An indicator is measurable when it has a reliable source and a clear data collection method. If the data collection is too time consuming, then it is recommended to select a new indicator that is easier to measure. It is also possible to refer back to existing sources, e.g. national statistics or data from partner organisations. To develop viable indicator sets the *SMART rule* should be applied: indicators have to be Specific, Measurable, Assignable, Realistic and Time-related.

Measurement tools to get indicator-related data can be divided into two main categories: quantitative and qualitative. Whereas in the first case the main objective is demonstrating the goal achievement, e.g. through surveys, structured observation or sociometric analysis, in the second case the main objective is understanding the occurred change, e.g. through interviews, observations, case studies, videos, photos or control-groups.

Subjects & Methods of Impact Measurement for Mentoring and Befriending

Speaking in general impact measurement for mentoring and befriending is used to assess the goal achievements for the whole projects as well as for the single mentoring/befriending relationships. Whereas it is not that difficult to generate quantitative data related to the output of the project, it is more complicated to actually measure the changes for the specific target groups, i.e. the mentee/befriendee: Can, for example, positive change of behaviour, the

increase of competencies and interests or the improvement of (mental) health of the participant be observed? Depending on the goal of the project as well as the specific target groups, different subjects and methods of IM can therefore be utilised.

In order to be able to observe change participants have to be consulted before, during, and after the project. The partners name different tools they apply to gather the data. The most quoted are: online surveys, questionnaires, semi-structured interviews, project diaries, reports and meeting notes and other forms of documented observation. The method of information-gathering does not only apply to the mentee/befriendee and volunteers, but often also include other attachment figures, e.g. peers, parents, teachers. Some of the partners also used the practice of focus groups in order to reduce the needed resources to conduct the evaluation. Working more specifically with single case studies, the practice of documenting *stories of change*² of the participants is wide spread among the partners.

² See for example Davies/Dart (2005), The 'Most Significant Change' (MSC) Technique. A Guide

A very interesting approach was mentioned by the Scottish partners, where the government set up the *GIRFEC (Getting it right for every child)*³ standard for all services that work with children. The approach is connected to a guide to measure meaningful outcomes for the well being of the child. The guide is based on the *S.H.A.N.A.R.R.I. indicators = Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included*⁴. These are linked to a very detailed list of indicator sets related to different situations. This is one example of how impact measurement for specific target groups can be nationally standardized.

to its Use, available at: www.mande.co.uk/docs/MSCGuide.pdf (15th of August 2015).

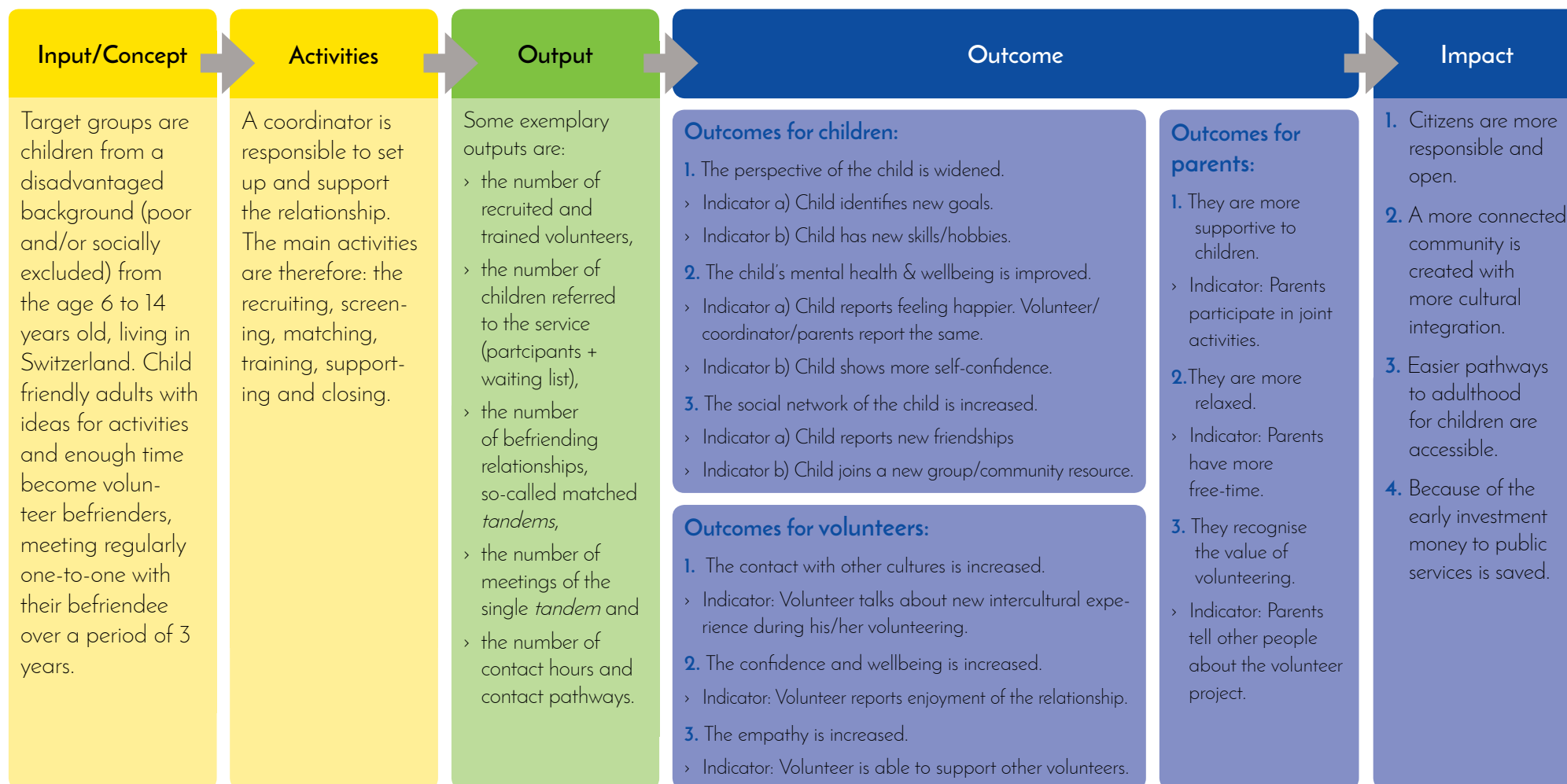
³ See www.gov.scot/Topics/People/Young-People/gettingitright.

⁴ See www.gov.scot/Topics/People/Young-People/gettingitright/background/wellbeing.

An Impact Measuring Model For Mentoring/Befriending

In the following an example for a *results model/ impact chain* for a befriending project with children is illustrated, including some exemplary indicators. This example was developed in divided groups during the workshop.





An Impact Measuring Model For Mentoring/Befriending

4.4

Conclusions On The Role Of Impact Measurement

For Mentoring And Befriending

Workshop participants recognised the importance of impact measurement for mentoring and befriending projects. Some named it the “necessary evil”: On the one hand it is essential for self-evaluation, to celebrate successes or recognise problems, but it is also time-consuming, especially for small projects with limited resources. Additionally, the partners observed that evaluations are sometimes dictated by funders, who impose their own criteria and reporting mechanism. Therefore, there is a need

for standardisation and for more understanding of how and what to measure when it comes to the impact of mentoring and befriending projects.

Volunteers can sometimes feel overwhelmed, when in addition to their role as a mentor, they are also asked to respond to questionnaires and/or come to interviews.: this explains why project coordinators in some cases tend to focus their attention on the process rather than on the results.

Three main issues in respect of the common threads of the workshop were highlighted by most of the participants: firstly, the attribution gaps in Input-Activities-Output-Outcome-Impact process; secondly, the difficult distinction between impact and outcomes, which became easier to determine thanks to this workshop; and finally, the fact that impact measurement is no longer perceived as a “necessary evil”, representing instead a motivating challenge to apply evaluation methods to each participant’s project activities.

The practice of evaluation and impact measurement provides an indication that the project and the organisation are operating on a professional level. It should, in addition, support increased mainstream recognition of mentoring and befriending projects. Only those that can show evidence of expected change will ultimately convince stakeholders to maintain the project.

Long-term follow-up studies, although desirable, are often not realistic because of the high costs and sometimes also ethical issues. The most important challenge for befriending and mentoring projects as well as umbrella organisations remains to raise awareness of all the beautiful and successful stories, which illustrate the outcomes of the diverse services, which engage in this one-to-one method of work.

To conclude the discussion about impact measurement for mentoring/befriending projects a short list of the main benefits, limits, chances, risks and costs is summarised below.

Benefits of impact measurement are...

- › the continuous improvement and innovation,
- › the evidence for funders and stakeholders,
- › the increasing motivation, satisfaction and professionalism of coordinators and volunteers and
- › the comparison of the standards against other projects.

Opportunities of impact measurement are...

- › an increase of credibility and reputation,
- › the possibility to identifying areas of improvement,
- › the opportunity to share best practice,
- › knowledge of the causality of activities, methods and outcomes,
- › the improvement of the profile of voluntary work in general,
- › enhanced child protection,

- › the improved employment opportunities for volunteers,
- › the legitimisation of programme practices and
- › the possibility to gain new partners.

Limits of impact measurement are...

- › the high costs,
- › fragmentedness -it shows only a small part of reality,,
- › the difficulties of measuring the impact and improving the services,
- › the correlated ethical issues,
- › the limitation of knowledge of people doing the assessment and
- › the lack of wide-spread acceptance for social care evaluations.

Risks of impact measurement are...

- › Bad, poor, misleading results,
- › a possible perception of intrusiveness (children and volunteers feel they are being observed critically),
- › the possibility of losing focus,
- › the possible creation of dependency on services (e.g. local authorities) and
- › the possibility that unintended outcomes/ impacts are missed.

Costs of impact measurement are related to...

- › staff and project time,
- › external resources,
- › trainings,
- › software and
- › data protection.



C

The Future Of EMBEP

Main Outcomes
And Further Steps



1 Main Outcomes

A Successful and Effective Partnership

To monitor and evaluate the project three main methods were used.

1. Workshop Evaluation Questionnaire: An evaluation paper was given to all workshop participants to collect their personal impressions and views on various aspects of the workshop. Areas researched included the techniques used; the quality of documentation and presentations; benefits and added value; impacts and, any general thoughts about the chosen topic.
2. Steering Group Planning Meetings: At each meeting the steering group focussed on the topic of the next workshop so all partners were fully aware of what was expected. Details were discussed with and agreed by each partner and coordinated by the lead partner. This ensured everyone had an input at each stage with additional

email communication between meetings. The exchanges and discussions were on a friendly and constructive level.

3. Final Questionnaire: To complete the progress evaluation and to learn more about the impact of the total programme a final questionnaire was developed and circulated via Survey Monkey to all participants of all workshops.

All partners were very positive about the progress and results we achieved both as a group and as individual partners.

The key results of the Final Questionnaire were:

- › 93% of respondents rated overall satisfaction of the project as either High or Very High.
- › 3 of the 4 workshops rated either High or Very High with 1 rating Medium to High
- › 87% said the project resulted in them feeling a greater sense of belonging to a wider European society.”



“Through EMBEP I learned about the mentoring and befriending landscape in Europe and also a lot about cultural backgrounds and the different structural conditions in every country involved. I found new friends all over Europe, travelled more and feel much more connected to Europe as a whole. I feel that we took an important step towards a European mentoring and befriending Community and also towards a more connected and social European Union.” (Quote from final survey)

The high standard for the project was set by an excellent first workshop in Berlin. Thereafter motivation for participants was very high. Each host invested a lot of time and resources to ensure participants got maximum satisfaction from the workshops they organised. The cultural and social events organised by each partner were extremely important, as not only did they allow all visiting participants to sample the culture of the host country/city, but they helped develop a sense of togetherness and ownership of the project. These included a walking tour in Berlin led by a former homeless person; a boat trip in Edinburgh run by a social enterprise and dinner in a restaurant in Lucerne, which gave job opportunities to unemployed immigrants.

The European added value of the project

Participants acknowledged in the final survey questionnaire that the *European Mentoring & Befriending Exchange Programme* gave the Partners involved the opportunity to:

- › learn from each other and reflect upon their daily work practice, develop new ideas and find common solutions to common challenges in mentoring/befriending programmes.
- › explore the potential of a European network of mentoring & befriending programmes as an innovative method for lifelong learning both for adult volunteers and, potentially, for mentees / befriendees.

- › develop, for people from different national, social, cultural and ethnic backgrounds, a sense of identity and belonging to the wider European society.
- › learn from and share the benefits of local and national networks, by learning from e.g. the Scottish models of working in partnership with their Government to support national outcomes.
- › improve the different national models of working, by developing innovative pedagogical concepts on training for mentors/befrienders, gaining experience on new structures to set up sustainable and efficient supervision of adult learners, strengthening the range of learning activities for matched volunteers and children.
- › understand the connection between a social context and a specific Mentoring or Befriending practice and understand the advantages and disadvantages of different working models, which reflect cultural limitations and strengths.
- › improve the motivation to achieve better outcomes in mentoring and befriending practices through social emulation.



- › improve forms of cooperation in a national working group, through the experience of working together with other European colleagues.

"Any further opportunities to develop relationships across the organisations would be very welcome and beneficial. We have a lot we still want to work towards, perhaps in terms of standardising some things across Europe, and we still have a tremendous amount to learn from each other." (Quote from final survey)





2

Conclusion

Befriending and Mentoring Networks - The added value for Europe

Befriending and mentoring services throughout the UK benefit from the support given to them by umbrella organisations *Befriending Networks* and *Scottish Mentoring Network* respectively. Both organisations provide complementary and overlapping services which enable befriending and mentoring projects to have access to relevant information, training, networking, research and best practice initiatives; they also benefit from having their area of work promoted to local and national government, and to funders.

Befriending Networks and *Scottish Mentoring Network* provide vital infrastructure for their respective member services, irrespective of client group, in order that a consistently high standard of support can be maintained across these services, so referrers, family members and beneficiaries can have confidence in the service offered by befriending and mentoring organisations regardless of size. This approach also provides economies of scale, as member services do not need to 'reinvent wheels'.

The benefits of volunteering are well-documented, with research, evaluation and anecdotal evidence suggesting that it improves wellbeing in the volunteer as well as the beneficiary. Unlike other forms of social support, the focus of befriending is on the quality of the relationship between the two parties, and has been found to have a measurable impact on the quality of life of the befriender as well as the befriended, as it enhances confidence, connectedness and increased participation in community life. Similarly, within mentoring services, the increased confidence and skill level on the part of the volunteer is a secondary but crucial benefit to the individuals concerned as



well as the institutions involved and the wider community.

Why the work is necessary

„We value people’s and communities’ assets and strengths. We help create the conditions that build relationships, social capital and the capacity to improve outcomes.

We enable people to shape and co-produce the services they use. We draw on their knowledge and skills to present person-centred solutions.”¹

Befriending and mentoring services across Scotland support the delivery of a number of Scottish Government objectives, cutting across a raft of policy areas: *Reshaping Care for Older People, the Mental Health Strategy, Getting it Right for Every Child, the Keys to Life (Learning Disability Strategy) the Christie Commission on Public Service Reform*, and supporting the objectives of the *Ministerial Task Force on*

Health Inequalities in terms of improving social capital by harnessing the skills and energies of volunteers within our communities.

The national context is one of tight public finances for the foreseeable future, at national and local levels. Hence, there is a big need to demonstrate that resources are being used for effective prevention and early intervention and to achieve outcomes for individuals and communities. *The Community Empowerment Bill (Scotland)* aims to strengthen and nurture community participation, and the Scottish Government is promoting asset-based and co-production approaches for public policy generally. Befriending and mentoring services support this agenda by harnessing the time and talents of large numbers of volunteers to support and reconnect vulnerable people of all ages in their communities, by e.g. providing support to young people struggling at school or with challenging family circumstances, helping people stay longer in their own homes, enabling earlier discharge from hospitals, improving wellbeing and tackling loneliness and its related health impacts.

The European context appears to be that befriending and mentoring services, outwith the UK, suffer from a degree of fragmentation: while there is good practice in individual services, the national infrastructure services which provide consistent support and ensure quality services do not exist in the same way. Each individual service (or, in the case of Berlin, local network of services) has to start from the beginning when establishing a service, with no central resource base or source of advice to draw upon. There is no capacity similar to that which exists in Scotland in terms of providing input to local and national public policy changes, and providing a collective voice in a changing policy landscape. National and local government services in the rest of the EU appear to be missing out on this valuable potential resource. This is related to both the support to individual projects but also to a platform for consultation and the provision of feedback with regard to the implementation of policies: policies, that actually impact on those groups of people supported by befriending and mentoring services across their respective countries.

¹ The Scottish Approach to Government, 2014.

3

Further Steps

The Need for Action and a Possible EMBEP 2.0?

As mentioned within the conclusion and also in part A of this handbook, related to the challenges for mentoring and befriending in Europe there is a great need for action to promote mentoring and befriending as an effective method to tackle different societal issues, both in terms of intervention and of prevention. Despite the often-quoted benefits concerning the impact of mentoring and befriending projects, there is still not enough support within and among the different member states for this established practice. This implies not only the need for the development of a fruitful eco-system for mentoring and befriending projects, including institutional funding, but also the allocation of an adequate infrastructure for best-practice learning to improve the quality

of the services. The latter can and should be provided by national networks as in Scotland, as well as supplemented by European partnerships involved with EMBEP. Indeed, in the overall project evaluation 86% of the respondents said they would like to consider another partnership project.

A very important unexpected outcome of the project is that we believe there is a requirement to map and record the extensive amount of mentoring and befriending activity taking place within Europe. Some of this work has received European funding but the outcomes do not appear to have been effectively captured and shared. We think that the framework established by EMBEP could be used as a basis to set up a cross Europe Network of organisations working in mentoring and befriending which could then be more effectively used to share information and experience.

This is why the partner organisations, after the conclusion of the project, will concentrate on the dissemination of the results derived from EMBEP. This handbook, complemented by a short-version for printing translated also into



German and Italian, will facilitate further discussions and potentially develop a subsequent project.

The partners are eager to connect with more mentoring and befriending networks and

projects across Europe to broaden the perspectives and include more experts within the discussion. We are keen, in addition, to attract contributions and potential partnerships from academia, other NGOs or interested companies.

If you are interested to receive more information or stay updated on the next steps, please contact: europa@kipa-berlin.de.

