



An Overview of Mentoring & Mentor Training

1. Background

The goal of the EU Leonardo da Vinci - funded MaiTre project is to develop an EU Mentor Training Manual for use by member states in vocational education and training (VET). Work Package 3 (WP3) ran from 2005-2006 and it was managed by Professor Andrew Miller of Middlesex University in partnership with Alessandra Tagliavini of Amitié.

The first aim of WP3 was to provide an overview of mentoring activities in the partner countries: **Brittany – France, Italy, Latvia, Spain and the United Kingdom (UK)**. For **France, Italy and Spain** this involved updating the survey

conducted for the predecessor Cameo Project, and for the **UK and Latvia** a new survey was undertaken. The second aim was to investigate the training materials or tools used in the training of mentors. This was in order to establish which materials could be incorporated into the project's EU Mentor Training Manual and which gaps would need to be filled with new materials. Project meetings were held in London (December 2005) to plan the contents of the manual and in Rennes, France (September 2006) to test out training materials that had been collected.

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METHODOLOGY

The overview of mentoring required partners to undertake a range of research activities including: web-based and literature searches; investigating Government sources; and interviews with case study institutions and other mentoring project managers. The survey of mentor training tools involved a case study methodology. Altogether, 24 in-depth case studies were produced detailing mentor training methods and materials set in the context of the mentoring scheme, its aims and client group. Case studies were written following visits to mentoring projects, interviews with mentoring senior managers, project managers, mentor trainers and mentors. In some cases partners actually took part in the mentor training to experience it at first hand. The aim was for 25 case studies but the 24 were drawn from France (5), Italy (9), Spain (4), UK (5) and Latvia (1). This reflects the fact that there are two Italian partners and that mentoring is at a very early stage of development in Latvia so there were only two examples to draw on (but only one provided details). With the exception of France, it proved difficult to focus exclusively on mentoring in the context of apprenticeship and VET. The case study sample was, therefore, largely opportunistic but in all cases there was an employment - or employability-related objective to the mentoring. The client groups for the mentoring or tutoring were: apprentices/company staff – 8 cases; university students – 6; socially excluded (e.g. unemployed, refugees, offenders) – 4; school students (drop outs or aspiring to university) – 3; women entrepreneurs – 3; military cadets – 1. Most mentoring and tutoring was face-to-face (22 projects) but two were e-mentoring projects (UK and Italy). The analysis of mentor training was aided by research which identified 31 mentor competencies which have been included in training programmes (based on an international literature review).

2. Official definitions of mentoring

National or regional governments only tend to define mentoring or tutoring when they are providing funding and they need to distinguish between projects they will and will not fund. In France, there is no tradition of mentoring, but the role of tutor is legally prescribed in French labour law. In the system of alternance for 16-24-year-olds, the role of the tutor is to 'advise, help, inform and guide the apprentices during their time at the business enterprise'. The tutor is an apprentice supervisor who is responsible for training the apprentice working with the Centre for the Formation of Apprentices (CFA). In Italy, there is no official definition of mentoring, but government offi-

cial and Ministers have written and spoken about mentoring, e.g. 'informal help, offered from one person to another voluntarily, to create reciprocal and significant changes in their knowledge, work, skills and ways of thinking' (Felice, 2004). In Latvia, there are no official definitions of mentoring and attitudes towards volunteering may be affected by the communist past when 'volunteering' meant something different. In Spain, mentoring developments have been led by the universities and companies both of which have looked to US and UK sources. In the UK, the Home Office produced the following definition to clarify what could be funded through the 2001-04 and, then 2004-07 Mentoring Fund.

'Mentoring is a one-to-one, non-judgmental relationship in which an individual mentor gives time to support another. The relationship is typically at a time of transition in the mentee's life and lasts for a significant and sustained period' (Active Community Unit, Home Office 2001).

3. Public policy

In France, the public policy framework for tutoring is found in the legal frameworks covering various forms of labour contract. The Government has enacted a National Charter for Follow Up Schooling which provides for 'tutorat' for at-risk school students. In Italy, mentoring has been funded through the EQUAL programme and regional governments are the most likely funders of programmes (so-called 'supporting actions') that can include mentoring for women entrepreneurs, young people at risk, young people in VET and new employees. In Latvia, the Lidere programme for mentoring women entrepreneurs received modest support from the Ministry of Economics. In Spain, the main public policy on mentoring is through the EQUAL pillar II programme on entrepreneurship. Eight regions have introduced mentoring schemes as part youth employability schemes. In the UK since 1997, public policy has favoured mentoring in various fields. UK courts can issue mentoring orders for young offenders. The Home Office allocated £12mn to supporting a national infrastructure for mentoring and befriending in the community. In 2002, concern over refugees and asylum seekers led to funding for mentoring schemes to facilitate their integration into British society and the labour market. The Education department has supported mentoring by business people in schools since 1992. The nationally-funded Aimhigher scheme has spawned over 160 mentoring and e-mentoring schemes where university students mentor school students. It aims to encourage them to aspire to go to university to support the Government's target of 50% of the cohort going to higher education by 2010.

4. Forms and extent of mentoring programmes

COMMUNITY MENTORING

Community mentoring focuses on disadvantaged and at-risk groups to aid their inclusion in society. In France – Brittany and Latvia no examples could be found of mentoring projects of this kind. In Italy, there is a range of interesting community mentoring projects including: Mentoring Women in Politics (Modena), Milan City Council's youth centres, the Family Project (Brescia), the Solidarity Centres Project and CEM Project (Taranto) which aims at helping prisoners with little social support. In Spain, there are a number of community-based schemes aimed at the social inclusion of groups like the young unemployed, drug users and refugees mostly funded through EU (ESF/EQUAL) and regional budgets. A Home Office survey in 2001 reported over 8,000 mainly community-based mentoring and befriending projects across the UK. Time Together, a Home Office funded refugee mentoring programme, aims for projects in 24 towns and 2,550 mentees/mentors by 2007.

APPRENTICESHIP, BUSINESS AND ENTREPRENEURSHIP MENTORING

In France, the role of tutor is extensive within professional formation of apprentices. In Italy, there are women entrepreneur mentoring schemes such as the Portico Project, Madre e Figlia (Tuscany) and the Female Undertaking (Piedmont). There are programmes focused on apprentices such as the Vocational Training and Apprenticeship Project for 15-22-year-olds run by IAL Prato and IAL Firenze. The SIL Project (Florence) aims to develop the employability of 15-year-olds and it is run by the Employment Service. In Latvia, there is a scheme to help new employees integrate into a bank (Krajbanka) and the Lidere scheme supporting women entrepreneurs. In Spain, several large companies have developed in-company schemes such as: Telefónica Mentoring – mentoring based on the search for young talent in the business; Alcatel España – mentoring and coaching programmes for new recruits; and Programa de mentoring Grupo Antolin – mentoring of young talent and to promote communication and intercultural awareness. The Seniors Españoles para la Cooperación Técnica (SECOT) scheme involves retired professionals offering mentoring support to staff from small and medium-sized enterprises (SMEs), young entrepreneurs and disadvantaged people. In the UK, mentoring for younger, new junior and ethnic minority staff is very popular with business. For example in one region alone a survey found that nearly half of the company's 500 largest businesses had in-house mentoring schemes. Mentoring has also long been part of support for

young entrepreneurs, most notably through the Prince's Trust (1983-2002 - 50,000 young business people helped). Mentoring is also a very popular and 'required' aspect of professional development in people-focused public services such as education and the National Health Service.

SCHOOL- AND COLLEGE-BASED MENTORING

In France, the National Charter for Follow Up Schooling, which was re-actualised in 2001, promotes 'accompagnateurs' or guides for disadvantaged children to support their success in school through activities in out-of-school hours. In Italy, the problem of school drop out with the attendant, later social problems has led to the development of several projects. The most notable one is Mentoring/USA Italia which operates in over 20 Italian cities, but there are other projects such as the Help Project (Pontassieve) and the Rondo Project (Toscana). The maestri di strada project targets children who have never attended school or who do not possess a high school diploma. Some projects such as ENAIP Toscana's Working Together project aims to raise awareness of higher education and VET among 14-year-olds. In Latvia, there are no examples currently of school-based mentoring. In Spain, there are few examples of school-based mentoring, although the AMIGO programme run by the University of Seville used their students as mentors for at-risk school students. In UK, there is a tradition of business people acting as mentors for 14-16-year-olds to help raise achievement and motivation, e.g. a survey in 1998 showed that 700 secondary schools (20%) had business mentoring schemes. A 2004 survey of peer mentoring in schools (older students mentor younger students) found 4,000 peer mentors and mentees.

UNIVERSITY MENTORING

In France, tutorat to counteract high drop-out rates in universities was first introduced in 1996. There are now many different kinds of tutoring schemes in French universities, e.g. University of Lille, University of Jussieu, Montesquieu University, University of Nancy and the University of Rennes. A New project '100,000 students for 100,000 pupils' pairs university student volunteers with school pupils to raise their aspirations to go to university. In Italy, there are a range of face-to-face, one-to-one and group mentoring as well as e-mentoring projects, e.g. Universities of Bari, Lecce, Rome (La Sapienza) and Florence. The Nunziatella Military School e-mentoring scheme involves ex-cadets with professional experience giving university and career guidance to mentees who have just left the school in Naples. There are no examples of university-based schemes in Latvia at present. In Spain, mentoring is spreading encouraged by new regulations highlighting the need for better guidance. There are also examples of e-mentoring and 'blended' mentoring (face-to-face and e-mentoring combined) in uni-

versities including University of Seville and University of Deusto. The innovative scheme at the pharmacy school in Seville pairs pharmacists with last year students to help their transition into employment. In the UK, the national Aimhigher project promotes university students acting as mentors both face-to-face and online to school students to raise achievement and aspirations to go to university. Middlesex University have run a network for English universities from 2004-07 and a survey showed 166 mentoring programmes in 94 universities, 34 were the Brightside Trust's health e-mentoring project (1,700 mentors and 2,650 mentees) and 45 were other e-mentoring projects. The National Mentoring Scheme run by Cardiff University involved 30 universities, 1,590 mentors working in 160 schools with 6,900 school student mentees.

5. Published mentor training handbooks

In France, there are many toolkits, guides and CD-Roms for use in the training of tutors. Elsewhere mentor trainers and training organisations tend to protect the intellectual property rights in their mentor training materials which are only available through training that has been purchased. In Italy, there are a few mentor training books at the moment and one of the most useful Mentoring/USA Italia is not for sale but for use in their own projects. In Latvia, there is one text in the Latvian language which was translated from the original Finnish. In Spain, mentor training for companies is carried out by consultants and not published, and in universities it tends to be more informal and not published. However, there are many courses available on the internet and they include some mentor training materials. In the UK, most mentoring projects have produced their own handbooks and mentor training packs which are not generally available. The national network for mentoring, the Mentoring and Befriending Foundation, publishes a lot of materials that can be used in mentor training. Commercial publishers have also ventured into the field of mentor training handbooks but many examples can also be downloaded of the internet and adapted for use.

6. Mentoring competencies

Research for WP3 involved a literature review of mentor competencies developed through training programmes. A table was produced defining the competency, setting out a rationale for its inclusion, and indicating common ways in which the competency was developed, generally through

some form of interactive training (a group of mentors and a trainer). This list of 31 competencies was used to generate an initial contents list for the EU Maitre European Mentor Training Manual. An analysis of the 24 case studies showed the extent to which each of these projects included the competency in its training programme for mentors (figures shown in brackets). The manual is divided into three sections (1) The Basics – which includes the following competencies: understanding the role of mentor (24); understanding the different stages of the mentoring relationship (8); understanding boundaries and confidentiality (22); (2) The Skills of Mentoring – including: emotional intelligence (18); listening skills (20); story-telling (11); coaching skills (14); teaching and tutoring skills (10); understanding careers in the vocational area (20); online communication in e-mentoring (2); (3) The Mentoring Relationship – including: building rapport (17); relationship management (15); action planning and goal setting (15); adapting (11); orchestrating a good ending (10); evaluation (22). A variety of interactive training activities drawn from the 24 case study projects were tested out by the MaiTre partners in Rennes, Brittany in September 2006. Members had carefully selected particular activities for their general applicability and which met these competencies. The session also highlighted competencies that had not been initially included in the manual contents but which were important, e.g. problem-solving, non-verbal communication. In the next stage of the project, Work Package 4, partners will test out mentor training activities from the manual in their own countries to produce the final EU MaiTre Mentor Training Manual.

7. The future of mentoring and tutoring

In France, there is a renewed interest in tutorat in all levels of education and in vocational training. Companies are interested in tutorat for the induction of new employees and for knowledge transfer from senior to junior employees. The Plan for Social Cohesion makes apprenticeship a major part of the fight against youth unemployment with a plan to increase the number of apprentices by 40% over four years. In Italy, there is no shared understanding of mentoring and this is one of the goals of MaiTre in Italy through national events aimed at opinion leaders. There are positive signs with a number of successful mentoring and tutoring projects in the fields of private business, SMEs, politics, social inclusion, vocational training, education, military school and apprenticeship. In Latvia, it is expected that mentoring will gradual spread through corporations beginning with financial institutions and the retail sector encouraged by the work of ICD Riga, the MaiTre

partner organisation. However, developments are hampered by the lack of guidelines, expertise, local examples and experience. In Spain, mentoring does seem to be taking off in the business world because of the emphasis on developing 'soft skills', although the focus is often on coaching. The new policy on better guidance is stimulating innovative approaches in the universities which are well placed to develop peer and other forms of mentoring and tutoring. Mentoring is also beginning to emerge as a model to fight social exclusion through empowerment and developing employability. In the UK, community-based mentoring will continue to be supported by the Home Office to 2007 (and perhaps beyond then), and youth and adult volunteering (including mentoring) is being promoted to help build social capital and social cohesion. In schools, peer mentoring is increasingly popular to promote cohesion, achievement and personal development. University-based mentoring with students mentoring school pupils continues to be popular while it is funded to 2008. Peer mentoring and tutoring in universities is set to rise as more 'vulnerable' non-traditional students apply. The national drive on enterprise education and entrepreneurship is encouraging more mentoring and e-mentoring by business people focusing on school-based companies and business start-up.

1. Introduction

This report summarises the work undertaken by EU MaiTre partners during WP3. The aims of WP3 as set out in the project proposal were: 'carry on the survey on mentoring activities in the countries involved, began in the framework of the Cameo project, with the aim to update the data and the map of mentoring programmes realized at that moment; identify available training tools for mentors, including those utilizing the new technologies; collect and compare all relevant information on the training materials and learning schemes devised for mentors; check the quality of the tools and resources gathered; make recommendations for future development'.

WP3 aims to carry on the survey of the major mentoring programmes began in the earlier Cameo project, partly in order to update the data and identify new best practices, partly to check the source of funding. The UK and Latvian partners, who were not involved in Cameo, would provide an overview of mentoring in their countries with particular reference to mentoring in vocational education and training. The key areas for the mapping exercise based on CAMEO were:

- Official definitions of mentoring and e-mentoring
- Public policy – national, regional and local level policy initiatives including sources of funding for mentoring programmes
- Forms and extent of mentoring programmes – data from national research/evaluation* of mentoring programmes to show number of projects* and 'forms' (face to face, e-mentoring, combination of face-to-face and e-mentoring, i.e.
- institutionally based school, college, university linked programmes
- workplace-based or apprenticeship-focused schemes – including parrainage and buddying schemes
- community-based schemes aimed at social inclusion of particular groups, e.g. young unemployed, drug users, refugees.
- Examples of mentoring projects with information about training and evaluation evidence.
- Annotated list of published mentor training handbooks.
- Discussion of future developments and issues.

Chapters 2-7 of this report provide an overview of mentoring and tutoring in the five countries in 2006.

Furthermore, WP3 aims to study the existing training tools and learning schemes available for mentors in the countries involved. It sought to compare data and provide recommendations on

what should be developed to fill the gap between the current and 'the should-be' situation. Each partner was asked to choose five mentor training programmes for in-depth research. Criteria for selection of case study projects included the following:

1. Some vocational element in the training
2. Well-established training programme that is substantial in terms of length of time and content of the training
3. Over the five case studies – at least one project uses methods other than conventional training (trainer plus group)
4. Training content can include the ongoing or follow up training during the mentoring relationship
5. (UK to include e-mentor training) Ideally at least one project that has some online, CD ROM or web based training programme
6. Materials should be available to the MaiTre project for dissemination (i.e. source of materials should belong to the project rather than photocopies where copyright is unclear)
7. There is a mentor handbook available which is often used in or to reinforce and supplement training.

Altogether 24 detailed case studies were re-researched and written up using a common format and set of questions. Annex 2 profiles each of the 24 case studies by country. These can be read in full on the MaiTre project website. Partners outside of France, with its well established tutoring for apprentices, found it difficult to find mentoring within the main target group, i.e. vocational education and training. Therefore, there was a need to take an opportunistic sample which would include some vocational elements to the mentoring relationship. The breakdown of case studies was as follows, classified by the target group:

| Client target group | No of case study projects (n=25) |
|--|----------------------------------|
| Apprentices/in company | 8 |
| University students | 6 |
| Social inclusion (offenders, unemployed, refugees) | 4 |
| School students (drop outs, aspiring) | 3 |
| Women entrepreneurs | 3 |
| Military cadets | 1 |
| E-mentoring | 2 |

Table 1.1: Case study projects by client target group

Interviews were held with a senior manager (overall responsibility for the mentor programme), the project manager (day to day operations of the programme and ongoing training) and the mentor trainer (deliverer of the training). Researchers also generally talked to a small group of mentors about what they thought of the training and also in

some cases joined the actual training events, i.e. what worked well/what worked less well; what competencies they believe they have developed; what gaps there are in the training. Detailed case studies of each mentor training programme were collected including all training materials collected in the annexes.

The researchers also compared the content of the training in terms of the mentor competencies it aims to develop. Using the Mentor Competencies, rationale, and training methods tool (see Annex 1) as a guide each country team produced a table to illustrate what competencies were covered in the training and how they were delivered. An analysis of these is shown in Annex 3 and a summary can be found in chapter 6 of the main report.

Based on their experience of completing some of the case studies the MaiTre partners created an outline contents for the EU Mentor Training Manual during the December 2005 project meeting in London (see annex 4). Partners were also provided with a set of criteria for selecting training materials drawn from their case study projects for testing out with partners in the project meeting in Rennes, France, in September 2006. Each partner was asked to bring several examples of material linked to the mentor competencies and the outline manual. Materials for delegates to use in training were translated for use in Rennes. A timetable was created showing which materials linked to which elements of the outline manual contents (see Annex 4). During the second day of the meeting partners took it in turns to present their material and, either, explain what the training was, or, run an actual mini-training session. After each presentation or practical demonstration an activity was evaluated by the group. This methodology provided a rigorous process for selecting which materials would be translated for inclusion in the draft manual to be tested during WP4. It provided an excellent way of linking WP3 led by the UK partner and WP4 led by the French partner.

2. Official definitions of mentoring and e-mentoring

INTRODUCTION

The extent to which governments choose to define mentoring depends on whether or not they are providing funding and/or whether there is a legal framework within which the mentoring occurs. When they are providing funding for mentoring as part of policy implementation there is a need to be clear about what is being funded. At that point official definitions become more important.

FRANCE

In France, there is no official definition of mentoring, but the role of tutor is legally prescribed. The French partners are from CRCI de Bretagne, the Brittany Chamber of Commerce, and their focus is on tutoring within the context of the French system of professional formation of apprentices. The role of tutor is a recent development. The term 'company tutor' first appeared in two French Ministry of Education circulars in 1979 referring to the person responsible for young people undertaking work experience as part of initial professional training in a company. In the system of alternance for 16-25 year olds, the role of the tutor is to 'advise, help, inform and guide the apprentices during their time at the business enterprise'. However, the tutoring is sometimes characterised by its informal nature and its importance depends on how much the tutor and tutee invest in their relationship.

The role of tutor is enshrined in French labour law and regulations governing apprenticeship which specifies, for example, the number of years of experience that tutors must have (at least two), their level of qualifications (equivalent to what the tutee is aiming for) and the number of apprentices that each tutor can support (maximum of three). In 1991 it was decided that the tutor would monitor all the activities of young people in the company. The tutor is an apprenticeship supervisor who is directly responsible for the training of the apprentice. The role involves linking with the Centre for the Formation of Apprentices (CFA) where they receive theoretical training. Young people would be obliged to have a tutor.

There are three principal functions of the tutor:

- Administrative, i.e. drawing up the induction plan (identify the existing levels of skill and knowledge); arranging finance
- Hierarchical, i.e. linking with the CFA; deciding on different jobs the young person will undertake
- Operational role, i.e. making sure that the young person gains their qualification; working with the young person on tasks (and giving

training occasionally); monitoring and evaluating the quality of their work (including an end of training appraisal).

In larger enterprises this role is often spread between different people, but in smaller enterprises they may all be carried out by one person.

The apprenticeship supervisor must be either a degree holder or have an equivalent professional qualification to that being prepared for by the apprentice. They must also have three year's experience at a level relevant to the qualification. Alternatively they should have five year's professional experience relevant to the qualification and a minimum level of qualification.

The role of tutor in contracts designed for young people (e.g. le contrat emploi jeune) is weaker than in those referred to above. The main role is to:

- encourage the successful integration of the young person into the company
- monitor them during their time at the company
- draw up a professional evaluation plan indicating their appropriateness for the post and further training needs
- support the young person's search for a job.

The role of tutor was extended by the 1992 National Charter for Follow Up Schooling to include children and young persons at risk of failing in primary or secondary school. The tutoring and mentoring role includes objectives such as: supporting their learning; broadening their interests to local cultural and social resources; developing personal and social skills; and encouraging citizenship and playing a role in the community.

'the role is to listen, be available and to establish a relationship of confidence with the child or young person, their family and the school'

Aspects of this role fit perfectly with the notion of the mentor as defined in other European countries, e.g.

'to put the child or young person in a position to reflect, to experiment and to express him/herself in order to help her/him to confront and enrich his/her performance' (Guide to follow-up schooling)

At university level tutoring was officially introduced (though schemes existed beforehand) during the academic year 1996/97. French students must pass a diploma after two years of their university course which is called the DEUG (Diplôme d'études universitaires générales). However, it takes on average 2.7 years to pass and there is also a worrying failure rate in the first year of the DEUG. The aim of tutoring at universities in France is to help students:

'to acquire or to improve their way of working, to organise their knowledge more successfully and to manage their difficulties as well as possible'.

The tutors come either from the department in which the students are based (focus on the subject) or they are assistant librarians (focus on organisation/study skills).

ITALY

In Italy there is no official definition of mentoring. This situation has not changed from the first mapping exercise undertaken in 2003 as part of the CAMEO project. The definition of mentoring is based on that created by the OIS ISFOL organisation which is

- 'informal help, offered from one person to another voluntarily, to create reciprocal and significant changes in their knowledge, work, skills and ways of thinking;
- support of one person to another, within a sustained relationship developed over a significant period of time;
- a relationship based on a free and voluntary choice, to build a positive and equal relationship;
- meeting between two people who, within a process of reciprocal growth, share voluntarily a life experience.' (Felice, 2004)

There is sometimes confusion with tutoring and coaching, and activities that are really mentoring are described or seen as mentoring by the stakeholders (e.g. mentoring for prisoners is not described as mentoring).

Mentoring is a form of social intervention without corners, a fluid function, a liquid that passes through relationships. (Felice, op cit)

The Ministry for Universities and Scientific Research (MUIR) together with the Administrative body for the Status of the Student and the regional education departments of Abruzzo, Campania, Lazio, Lombardy, Sicily and Tuscany plan to test the mentoring model in a number of elementary and high schools. The trials are designed both to prevent students from dropping out of school and to re-engage those students who, through an orientation towards the school and work, could remain for a longer period in compulsory education. Minister Letizia Moratti defined mentoring as a model in which:

Sensitivity, empathy, creativity and interests represent some of the elements among those identified and recognised as fundamental to educational programmes.

The schools selected for the project in question have chosen Mentoring USA/Italia as the model they want to use.

LATVIA

In Latvia, there are no official definitions of mentoring or e-mentoring reflecting the Latvian government's lack of position on the issue of mentoring in the workplace.

SPAIN

In Spain, many mentoring projects have been based in universities. As in the case of mentoring in the business sector, definitions of mentoring in the universities tend to be drawn from North American and UK sources. For example the University of Seville uses a definition from Canada: *Mentoring is a power free, two-way, mutually beneficial learning situation where the mentor provides advice, shares knowledge and experiences, and teaches using a low pressure, self-discovery approach* (Starcevich and Friend, 1999)

Mentoring in Spain is generally associated with entrepreneurship or career/professional development. The e-mentoring programme at the University of Seville makes a distinction between the role of the academic tutor (a professor) who links with students through the virtual campus and the pharmacy owner who makes direct contact via email with the pharmacy student (the mentori-zado or mentee) (Jiménez, 2005).

United Kingdom

The only official definition of mentoring is that of the Home Office. The reason for attempting to define mentoring was in order to make decisions about what projects may and may not be funded as part of the 2001-04 Mentoring Fund programme.

'Mentoring is a one-to-one, non-judgmental relationship in which an individual mentor gives time to support another. The relationship is typically at a time of transition in the mentee's life and lasts for a significant and sustained period' (Active Community Unit, Home Office 2001 quoted by Carrad 2002).

The definition was criticised as being too narrow by some people in the field as it excluded, for example, short-term mentoring, e-mentoring and group mentoring.

The National Mentoring Network (NMN) has defined e-mentoring as:

'a mentoring relationship conducted within a structured environment that enables mentors to focus on the needs of their mentee via regular e-mail messages' (Miller, 2002).

3. Public policy

FRANCE

The public policy framework for tutoring in France was described in the previous section on official definitions. Tutoring is found within legal frameworks covering various forms of labour market contract e.g.:

- Contrat d'apprentissage – the apprenticeship contract
- Contrat de professionnalisation – the professional contract
- Contrat d'insertion – the contract for integration through employment
- Contrat d'avenir – the future employment contract
- Contrat d'accompagnement à l'emploi - the tutored-through-employment contract.

There are also four types of contract designed for young people:

- Contrat initiative emploi – the employment initiative contract
- Contrat emploi jeune – the young person's contract
- Contrat emploi solidarité – the work through solidarity contract
- Contrat emploi consolidé – the consolidating work contract.

The first section also described the 1992 National Charter for Follow-Up Schooling and the tutoring in universities to support students in their DEUG. These policies were initiated and supported by the French Government.

ITALY

Mentoring does not have a mention in the National Strategic Framework for 2007-2013. There is no official policy on mentoring at national level. However, mentoring is funded through the EQUAL programme. The Maitre mapping exercise identified 39 projects including mentoring in the following thematic fields:

- Employability – reintegration to the labour market
- Entrepreneurship – Social Economy
- Adaptability-Lifelong Learning
- Equal Opportunities – reducing gender gaps and desegregation.

The Italian regional governments are the most likely significant funders of human and social development programmes which might include mentoring. Some regions used the European Social Fund, other Community Funds and national and regional funding to support projects that included some form of mentoring. At planning and operational level mentoring is mentioned in these regional plans as so-called 'supporting actions' for:

- women entrepreneurs

- young people at risk (including prisoners)
- young people undertaking vocational training
- young staff in companies.

LATVIA

There is no official policy towards mentoring in Latvia. A trawl through government databases in the Ministry of Education, Ministry of Economics, and the Ministry of Welfare turned up only one reference to mentoring, i.e. the Lidere programme of mentoring for Latvian businesswomen which received a modest grant from the Ministry of Economics in 2005 when it launched its first mentoring programme.

SPAIN

At a national level the main reference to mentoring is through the EQUAL Programme for Spain, pillar II (Entrepreneurship). Mentoring can: *'Enhance exchange for and transference of experiences between young entrepreneurs and experienced entrepreneurs (mentoring)'*

However, of 36 projects approved for 2004-07 only 2 use mentoring to promote entrepreneurship according to the EQUAL database. The SE-COT project (Seniors Españoles para la COoperación Técnica) is a not-for-profit association of senior managers willing to mentor junior managers in their daily work and problems.

At regional level mentoring projects have focused on developing employability for reintegration into the labour market of unemployed young people. For example, eight regions introduced mentoring schemes as part of the Employment YouthStart initiative in 1998/99 and some of these have continued the fund the programmes from regional budgets. Some of the original regions have also started an EQUAL project Phase II, Pillar 1: Employability called MENTOR being managed through a Development Partnership called Mentor 15 (i.e. Castilla-La Mancha, Catalunya, Galicia, La Rioja and Madrid). There is also a regional funded women entrepreneurs mentoring scheme based in Cadiz.

UNITED KINGDOM

Government policy since 1997 has been favourable for the development of mentoring in various fields. The Home Office (which is the lead Government department for mentoring) supports community mentoring as a form of volunteering with a goal of increasing the number of people volunteering in society – thus building social capital and civil society.

One example of a form of community mentoring in the UK is the use of mentoring as a tool for dealing with offending behaviour in young people, termed youth justice mentoring. Specialist agencies in this area support this form of mentoring (e.g. SOVA – www.sova.org.uk). UK courts have

mentoring as an option for young people following the Crime and Disorder Act 1998.

The £8.1mn Mentoring Fund 2001-2004 funded 38 innovative community-based mentoring and befriending projects, 7 Mentoring Points (to coordinate mentoring in a given area) and the National Mentoring Network (NMN) to provide national infrastructural support. This support continued in 2004-07 with the establishment of the Mentoring & Befriending Network. The NMN has recently become the Mentoring and Befriending Foundation (MBF) at a cost of £4.3mn (more information about the MBF can be found at www.mandbf.org.uk/). The MBF provides support for community and voluntary sector mentoring projects through a national centre and regional bases. One of the functions of the MBF is to gather data on the form and extent of community-based mentoring and befriending projects.

The 2002 Government White Paper, *Secure Borders, Safe Haven: Integration with Diversity in Modern Britain*, supported the establishment of a tranche of new community mentoring schemes aimed at the integration of refugees and asylum seekers into British society:

'We are keen to explore how we can develop effective mentoring schemes that can assist refugees to settle successfully in the UK. Such schemes can be effective in helping refugees find and sustain suitable housing, improve their language skills, find employment, make positive links with the wider community and understand the culture and values of the host country' (para 4.101)

The Department for Education and Skills (DfES) has supported mentoring by business people in schools as one strategy for raising achievement (Miller, 1998). This is generally referred to as business mentoring. This included funding for the NMN from its inception to promote mentoring in English schools. Since 1991 the DfES has supported around 140 local Education Business Partnerships which have coordinated business mentoring for local schools.

The 2005 14-19 Education and Skills White Paper made reference to the role that mentoring can play in supporting young learners aged 14-19 in education and training. The 14-19 Pathfinder programme (Government funded leading edge projects between 2003-05) included mentoring as an innovative strategy for raising standards and the aspirations of learners.

The East of England Development Agency, a regional body responsible for coordinating economic development in one of England's nine regions, funded an organisation to promote mentoring in all spheres (but especially in the business sector) from 2003-06. The East Mentoring

Forum has developed a comprehensive website with useful links (www.mentfor.org). Given the sheer number of mentoring projects, public policy at national and regional level has been to promote mentoring through support for networking organisations (such as NMN now MBF) rather than funding individual projects. Where individual mentoring projects have been funded this is usually as exemplar projects for three years.

4. Forms and extent of mentoring programmes

Introduction

The mentoring field can be divided into three main divisions:

Community mentoring including for the social inclusion of particular groups, e.g. unemployed youth, at risk youth, refugees and asylum seekers; but also aspirational mentoring such as the Italian project to encourage women to enter political and public life.

Workplace, business and entrepreneurship mentoring including: tutoring and mentoring for apprentices and young workers, junior managers; plus mentoring for business start up and women or young entrepreneurs.

Education mentoring which occurs in educational institutions at every level but particularly in secondary and tertiary level and in universities.

A. Community mentoring

FRANCE

The focus in France on centrally funded tutoring programmes which focus on academic achievement means that there were no programmes found that focused on mentoring for social inclusion.

ITALY

The Mentoring Women in Politics scheme, based in Modena, which was set up in 2003, aims to empower women to take a greater role in political and public life. Mentors are women in politics aged from 19-65 who mentor women aspiring to enter politics for six months.

A good example of a social inclusion mentoring programme is based on the Milan City Council's youth centres. The project assigns a community mentor to work with up to 15 adolescents who are self-referred or who have been referred by their school or social services. The mentors are trained using the Mentoring USA/Italia Onlus and the aims are to improve motivation, improve employability, plan a series of activities to achieve their aspirations, assessing themselves against others and increasing their ability to listen and reflect. The project is financed entirely by the Department for Decentralisation of Milan City Council.

Further examples can be seen on the one hand in the Family Project adopted in the Province of Brescia and financed in a number of boroughs in

the Province of Brescia (i.e. Darfo Boario, Montichiari, Palazzolo sull'Oglio and the Comunità Montana di Valle Trompia). The project involves collaboration with Mentoring USA/Italia Onlus and has the following aims to engage people who do not use local services through use of volunteer mentors from community. On the other in the Solidarity Centres Project which aims to make solidarity a concrete fact in daily life through offering services in all human activities. Target mentees are community members in need of utilising services on offer by the centre whilst mentors are more experienced members of the community who have expertise in line with needs of voluntary participants.

Another good examples of social inclusion mentoring is the CEM project in Taranto which aims to help prisoners in bad situations (e.g. with no family connections) to learn skills and find work.

LATVIA

There are no examples of community-based mentoring or social inclusion mentoring programmes in Latvia at the moment.

SPAIN

In Spain, there are community-based schemes aimed at social inclusion of particular groups, e.g. young unemployed, drug users and refugees. Examples of community-based mentoring projects include:

Programa Mentor, funded initially through ESF then by Government of Galicia, to provide job opportunities through mentoring for young people at risk.

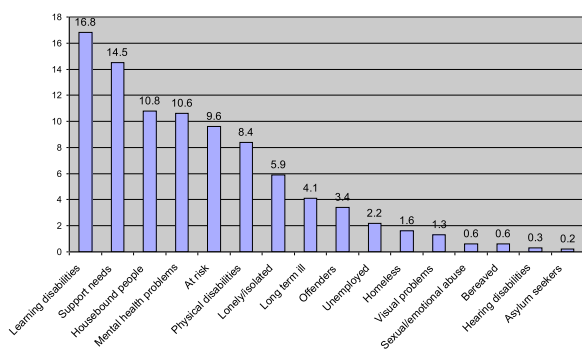
EQUAL Mentor Project – a range of measures to promote employability and social skills among disadvantaged 14-24 year olds (www.mentor15.org).

United Kingdom

The only comprehensive overview of mentoring in the UK which aimed to include community and education mentoring projects was conducted by the Home Office in 2001 (unpublished survey). The Home Office surveyed 8,000 mentoring and befriending projects across the UK.

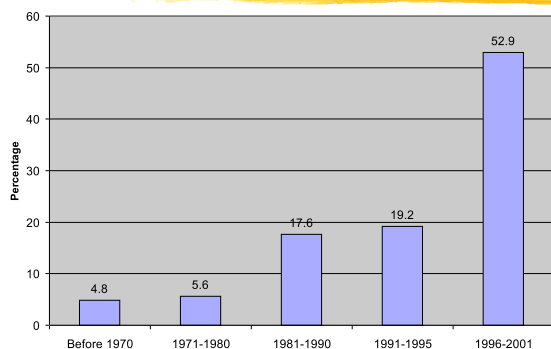
The chart below indicates the ranges of clients for mentoring and befriending projects.

Client groups for mentoring and befriending
(Source: Home Office 2001 survey)?



The second chart from the Home Office survey gives some idea of the recent rapid expansion in the number of mentoring schemes which partly reflects the Government's prioritization of social inclusion.

Growth of community-based mentoring schemes in the UK pre-1970 to 2001 (Source: Home Office 2001 survey)?



Again the East of England region (one of nine English regions) reveals some idea of the extent of mentoring in the UK and the difficulty in capturing all of this activity. The East of England Regional Development Agency (EEDA) funded a project called the East Mentoring Forum (EMF) in 2003 to establish a mentoring network in the East of the country. The EMF has around 2,200 members and encourages people to join from across the world. It runs services for members in the East of England which include Forum meetings every six months (Miller and Drury, 2006). The EMF website records details of 138 mentoring projects in the East region alone, although there is an estimated three times that number of projects currently operating in the region. A study of mentoring and befriending projects in Scotland found that of 277 respondents there were 50 pure mentoring projects and 70 mentoring/befriending projects (Befriending Network (Scotland) 2005). The majority of these projects worked with disadvantaged children (72%).

TimeBank, a national volunteering agency, set up Time Together in 2002 in response to the Government's call for mentoring schemes to help the

integration of refugees and asylum seekers (www.timetogether.org.uk). Time Together mentoring projects currently run in 21 towns and cities across England. By 2007, there will be 24 locations and an estimated 2,550 refugees will be matched with a mentor.

B. Apprenticeship, business and entrepreneurship mentoring

FRANCE

The extensive role of tutoring (tutorat) in the French system of apprenticeship, professional formation and work was discussed in section 1 above.

ITALY

There are women entrepreneur mentoring schemes such as the Portico Project which has funded via the EQUAL programme. In a second scheme in Piedmont, Female Undertaking, eight young female entrepreneurs were helped by expert female entrepreneurs working in different types of enterprise.

The Vocational training and Apprenticeship Project involving IAL Prato and IAL Firenze aims to prepare young people aged 15-22 for apprenticeships. Some projects use experience careers counselors to help at risk students find employment.

The SIOL project run by the Employment Service in Florence uses mentors from job agencies and other adults to mentor mostly employed 15 year olds to develop their employability skills.

The Madre e Figlia project in Tuscany helps young women to start up their own businesses.

LATVIA

Mentoring is in its early stages of development in Latvia. The two main mentoring programmes developed so far are:

- the Krajbanka (Banking System) – a mentoring programme to help the integration of new employees in the Client Services department of the bank.
- Lidere – Female mentoring – to support women entrepreneurs in Latvia cities and rural areas. The project is in its second year with around 12 mentor-mentee pairs. It is supported by the Economics Ministry and has a relatively high media profile. The model was created by the Women's Enterprise Agency in Finland (www.lidere.lv/en_mentorings.html).

In order to improve the quality of pre-service teacher education the British Council supported training courses for mentors from 2002.

SPAIN

School, academic, professional and in-company guidance is becoming an important part of employment policies at national and regional level within Spain. In this sense, mentoring is achieving more impact in the business sector where the human resources techniques of companies show a faster capacity to be transferred to the Spanish context. Thus, most of the courses are delivered in Madrid or Barcelona by training centres which provide the theoretical framework of mentoring from a UK-US perspective. Examples of in-company mentoring schemes include:

- Seniors Españoles para la Cooperación Técnica (SECOT) – retired professionals offer mentoring support to SMEs, young entrepreneurs and disadvantaged people.
- Telefónica Mentoring – mentoring based on search for young talent in the business.
- Alcatel España – mentoring and coaching programmes for new recruits.
- Programa de mentoring Grupo Antolin – mentoring of young talent and to promote communication and intercultural awareness.

A number of schemes in Spain also seek to support new entrepreneurs, for example:

- EQUAL Avanza – promoting entrepreneurship through mentoring in rural areas in the Asturias region.
- Programa VIVEM de Mentoring – programme to support women entrepreneurs in the province of Cadiz.

UNITED KINGDOM

Evidence from the East of England gives some idea of the popularity of mentoring schemes among large businesses. A report commissioned by EMF into mentoring among the region's 500 largest employers reported that three quarters of Human Resource managers were familiar with mentoring ideas, and 46% claimed that mentoring was practised in their organisations (Serpell, 2004). Schemes were small in size and very specific. Companies tended to want to run their own schemes, yet they aimed to adhere to recognised standards.

Mentoring has long been a component of support for business start up especially for young entrepreneurs. The Prince's Trust helps unemployed young people aged between 18 and 30 who want to start their own business, but who have been rejected by banks (www.princes-trust.org.uk). Between 1983 and 2002, 50,000 businesses were supported by the programme. The Trust is the largest business start up agency in the voluntary sector. All young entrepreneurs have ongoing advice for up to three years from a volunteer business mentor. The Business Volunteer Mentors (BVM) programme is delivered locally by Enterprise agencies. BVM offers free or heavily subsidized mentoring from volunteers to help pre-start,

start-up and micro-businesses. In the five years from 2000, 1,200 mentors have been recruited, 25,000 mentoring sessions have taken place and 14,000 businesses have been helped (www.bvm.org.uk).

Mentoring is also an important element of lifelong learning in some public services, most notably in the National Health Service (NHS). A recent evaluation report on mentoring in the NHS found that in the 2004 NHS Staff Survey 17% of all staff had received training and development with the help of a mentor in the previous 12 months (quoted by Garrett-Harris and Garvey, 2005).

In post-compulsory VET less is known about the extent and role of mentoring. There are training providers who provide work-based learning in all main vocational areas, but these are commercial enterprises and the costs associated with running a coordinated mentoring scheme are unlikely to be met via their main funding routes. Students who have dropped out of mainstream schooling and who are in the pre-vocational Entry to Employment (E2E) programme certainly would benefit from mentoring, but there is the same issue of lack of funding. Trainees employed by large companies or in the public sector are more likely to have the opportunity of a mentor than those in small or medium-sized businesses.

C. Mentoring in education: (i) schools and colleges

FRANCE

The National Charter for follow-up to schooling was signed in 1992 by the Employment Minister, the Minister of Education, the Minister of Sport, the Ministerial delegate for Children and the Handicapped and by the Ministerial Delegate for the town. The aim of this Charter was 'to provide a demanding and ethical framework for the many activities which have been developed in this field, for the most part in a community environment'. The law was reactualised in 2001 and focused on:

'Pupils of the schools, the colleges, the colleges of teaching general and technological, of the professional colleges, in particular those which are underprivileged socially. A detailed attention will be given to the children recently made to France. Specific actions could be considered for the non French-speaking children'.

The activities take place outside of school hours and are facilitated by adults from the community helping pupils with homework and the cultural issues that are necessary to succeed at school. They are called 'accompagnateurs', literally 'ac-

companists' or 'guides' rather than mentors. The objectives of follow-up schooling are:

- to help the young people to acquire methods, approaches and relations liable to facilitate their access to knowledge,
- to broaden the children's and adolescents' centres of interest, to promote the apprenticeship of citizenship through access, in the town or nearby, to cultural, social and economic resources,
- to develop the young people's skills in order to strengthen their personal autonomy and their capacity for life in a community, notably by using mutual aid and encouraging the practice of tutoring between the young people,
- to include the parents in the follow-up of the children's schooling.

The role of the adult in follow up schooling was very similar to that of a mentor in that independent of his qualifications, he is someone who listens, who is available and who knows how to establish a relationship of confidence with a child or a young person, the families and schools. 'He is engaged in a process of solidarity'. The role has many elements:

- to follow, encourage and accompany the progression of children and young people ;
- to propose activities and practices strongly centred on the acquisition of learning, know-how, socially-acceptable behaviour, without reproducing what is taught in school during the process;
- to put the child or young person in a position to reflect, to experiment and to express himself in order to help him to confront and enrich his performance;
- to compensate for the social and cultural inequality that the children and young people experience by proposing a diversity of activities enabling them to enlarge their knowledge and experiences;
- to develop a project already underway which passes through a stage of discovery and experimentation and then uses knowledge acquired;
- to propose a range of activities which are differentiated, concrete and organised and to do so in such a way as to arouse interest and give pleasure;
- to bring a methodical approach to schoolwork;
- to maintain easy relations with the families and the school staff;
- to encourage meetings with other people (the elderly, workers from associations, peers...).

ITALY

In Italy there are problems with young people dropping out of school through various causes including lack of motivation, lack of family support and low self-esteem. This often leads to social exclusion, unemployment or unskilled work. The Help Project based in Pontassieve (FI) aims to prevent children dropping out from school. The mentors used are students, unemployed people

or workers aged between 19 and 27 years old. Teachers act as mediators between mentees and mentors and meetings take place at the school, at the child's home or in the community. The Rondo project run by ENAIP Toscana uses psychologists specializing in guidance or expert professional people to help students aged 14 in order to prevent drop out, to improve relationships with the school and to help them find work.

Other projects focus on encouraging students into higher education. ENAIP Toscana's Working Together project funded by ESF aims to raise the awareness of 14 year olds of opportunities in higher education and vocational training.

Mentoring USA/Italia Onlus has been operating officially since 1998 in some Italian regions to combat dropping – out of school and to motivate high school students to identify the profession which best reflects their own aptitudes and the study plan pertaining to that particular programme. The mentoring is the main tool used to achieve these goals

A further example can be seen in the 'street masters model'. The Onlus maestri di strada operates in the field of social integration and offers personal dignity to children who, for various reasons, have never attended school and/or do not possess a high school diploma which permits them to obtain professional qualifications.

The OFIS project (Integrated Compulsory Higher Education) is aimed to help children who have a secondary school leaver's certificate (III media) but do not have qualifications which enable them to enter the job market. The project offers five different three-year professional training courses for a total of 3,330 hours of study-work. These courses offer students the opportunity of entering the job market by means of a specialisation which corresponds to local demand. The courses are held in the City of Naples.

LATVIA

There are no examples of school or college-based mentoring programmes in Latvia at present.

SPAIN

In Spain, the AMIGO Programme implemented by the University of Seville two years ago trained final year high school students to mentor young high school students at risk of social exclusion.

UNITED KINGDOM

A 1997 study of what was called 'industrial mentoring' found that from an initial base of four programmes in 1991 and ten in 1992, there was a marked expansion with 19 schemes starting each year between 1993 and 1995 (Golden and Sims, 1997). The survey of 72 business mentoring in

school schemes in England, Scotland and Wales found that there were 1,978 companies and 4,527 mentors involved with 518 schools and 16,834 mentees. Sixty per cent of these programmes were one-to-one mentoring, ten per cent were group mentoring and the remaining 30 per cent were a combination of both approaches. A survey of 7,000 secondary schools during the 1998/99 academic year found that of 3,000 respondents, 2,043 of secondary schools had mentoring schemes, with about 700 schools involved in business mentoring schemes (DfEE, 1999).

As part of the Government's new Enterprise Education initiative all young people aged between 14-16 will have the equivalent of five day's enterprise experience. This will include for many the experience of setting up and running a school-based business or mini-enterprise, with business and HE business school students acting as mentors or advisors. The Young Enterprise Company scheme provides a business adviser or mentor for a student company for a year. This constitutes a form of group business mentoring.

In the UK the peer mentoring in schools promoted by the National Mentoring Network and now the Mentoring and Befriending Foundation has tended not to focus on the academic learning of 14-19 students. An evaluation of the NMN peer mentoring pilot showed that 4,000 students were involved as peer mentors or mentees (NMN, 2004). For over 70% of the schools the main aim of peer mentoring was to ease difficulties associated with the transition from Y6 (10-11 year olds) to Y7 (primary to secondary school). These included the problems of bullying and low self-esteem. Also 30% of the schools placed the acquisition of new skills high on their list of priorities for mentors and mentees, communication skills being referred to most frequently. Over 80% recruited peer mentors from Y10 or Y11, with a smaller number choosing sixth formers, generally from Year 12.

Further education (FE) colleges have a central role in the education system for vocational education and training. However, FE colleges are very large organisations independent of local council control and so it is difficult to collect information about activities such as mentoring. There have been no surveys to show the nature and extent of different forms of mentoring in FE colleges. A pilot peer mentoring project in nine London FE colleges was coordinated by Community Service Volunteers and this ran until 2004 (www.csv.org.uk).

(i) University mentoring

FRANCE

As described above in the policy section, one of the innovations most encouraged by the Government was the introduction of university tutoring to counteract drop out rates. Tutoring was officially introduced during the university year of 1996/1997. The principles of tutoring existed before this date at numerous universities but methods were very diverse. The concern is to help the students 'to acquire or to improve their way of working, to organise their knowledge more successfully and to manage their difficulties as well as possible'. Tutoring is often divided into Subject tutors from the university department and tutors who are assistant librarians, recruited by the university.

There are many examples of tutoring programmes in French universities including:

- University of Lille – first year medical students facing difficulties have teacher or student coach tutors to provide pedagogical and psychological support.
- University of Juussieu – in 2005/06 there were 102 student-tutor relationships across all university departments.
- Montesquieu University – Bordeaux – has an online tutoring programme to aid integration to the university and to support academic work.
- University of Nancy – post-graduate students act as 'befrienders' to help integration of new students over a sixth month period.
- University of Paris – Nanterre – through two semesters tutor coaches help first year students to adjust to the demands of university life.
- University of Paris – Sorbonne – tutors are drawn from those taking post-graduate qualification or the agrégation (competitive examination for recruiting teachers)
- University of Rennes – the tutoring scheme was set up in 1997 in the Faculty of Science, Technology and Health.

The new project '100,000 students for 100,000 pupils' is another Government initiative commencing in September 2006. It seeks to recruit this number of voluntary student tutors from universities and Grande Ecoles to help raise the aspirations of secondary schools from disadvantaged areas to go into higher education.

ITALY

Mentoring in Italian universities is still not well developed but examples include one-to-one and group mentoring and face-to-face and e-mentoring. There are a range of projects, for example:

- the University of Bari Mentoring Project targets school students and those who entered university. It aims to help them complete their course in less time through tutoring and study laboratory

ries. Mentors act as careers advisers to help students find work;

- the University of Lecce scheme involves students from the Faculty of Educational Studies helping struggling school students;
- the European University of Rome (Ateneo Regina Apostolorum) tutoring programme uses university teachers to act as a guide and trainer to help the student develop their academic potential and their life in the university. The tutor works with three students through the three-year course using email, telephone one-to-group and one-to-one sessions. The training model of the Legionari di Cristo, which has clearly Christian principles, puts the student in the central position with respect to learning and training;
- the University of Rome 'La Sapienza', Faculty of Psychology 1 runs mentoring programmes to assist in the matriculation process and help new students develop a successful study method. Mentees are new university students who may be experiencing difficulties in their studies whilst mentors are students familiar with the system who may be mentees from previous years;
- CL (communion and liberation) student point at the Faculty of Engineering of the University of Florence runs an informal mentoring programme to guide young university students to the university career;
- the Woman Project at the Politecnico di Torino uses mentoring by guidance counsellors and trainers to mentor young female students to help them develop personally and in their future careers;
- Nunziatella Military School e-mentoring scheme. Mentors are ex-cadets of the school who acquired professional experience and can now provide university/ career guidance and support (in the military field or not) to the mentees, who have just left the school located in Naples;
- the Tutor Project – Aristeia Online aims to train professional mentors with degrees to help new graduates interested in vocational training. The programme includes a post graduate class of 600 hours half of which is spent on work experience in vocational training centres.

Latvia

There are no examples of university-based mentoring or tutoring schemes at the moment.

SPAIN

Mentoring is gaining a higher profile in the academic sector after the latest University regulations which highlighted the need for developing comprehensive guidance systems. It is in the academic sector where we find more evidence of the extensive use of ICT (e-mentoring and combination, blended mentoring) to support the mentoring programme. It is also worth mentioning that

the academic sector tends to achieve good results owing to the fact that they often close the feedback loop, and include the results of the evaluation to improve their mentoring programmes. Examples of university-based mentoring programmes include:

- University of Deusto – a two year course to train professionals as mentors.
- Mentor Programme Universidades – University of Seville, Complutense de Madrid and Polytechnic of Madrid have developed an online mentoring programme (a course with credits) for students to mentor first year undergraduates.
- University of Seville – Pharmacy – last year Pharmacy students have mentors who are pharmacists to help them find suitable positions.

UNITED KINGDOM

In education involving universities, there are mentoring programmes that involve undergraduates mentoring school students. The aim in this type of mentoring is to raise school students' aspirations to go to Higher Education (HE) in line with the Government's target of 50% of 18-30 year olds in HE by 2010. Mentoring is a key part of the Government's policy which is managed by the Higher Education Funding Council for England (HEFCE) through Aimhigher funding. The organisation which currently co-ordinates this effort is the Aimhigher National Mentoring Scheme (ANMS).

The ANMS has three strands. The first strand is the HE MentorNet (www.hementornet.org). Managed by the Institute of Community Development and Learning (ICDL) at Middlesex University, it aims to develop a national network for Higher Education Institutions (HEIs) involved in mentoring to share good practice. Resources related to mentoring are contained on the site, and an on-line training module for mentor trainers will be made available in late 2005/early 2006. Research by HE MentorNet indicated that higher education student mentoring was widespread by 2006. There were 166 mentoring programmes in 94 HEIs of which 33 were the National Mentoring Scheme, 34 were the Brightside Trust's Health E-mentoring Project, 45 were other e-mentoring projects and the rest were miscellaneous mentoring programmes (Miller et al, 2006).

The second stand is the National Mentoring Scheme (NMS). The NMS aims to raise school students' aspirations by providing mentors who are currently in HE to school students. Mentors are expected to help with school work, questions about HE and are expected to relate the benefits and positive experiences of going to university. In the two academic years straddling 2004–06, 30 universities were involved in the Scheme and they deployed some 1,590 mentors in over 160

Aimhigher schools in England. It is estimated that some 6,900 student mentees benefited from the scheme in the same period.

The third strand is the Health E-mentoring Project run by the Brightside Trust (<http://www.thebrightsidetrust.org>). This e-mentoring project seeks to help school students who want to enter the field of healthcare by providing e-mentors who are currently taking courses related to healthcare (e.g. Medicine, Psychology, Nursing). The e-mentors can then help with questions about the qualifications needed for the students potential career path, and can act as a role models for the students. During the two years of the ANMS funding 40 universities were involved 1,700 mentors were trained and participated, and 2,650 mentees were mentored via the website.

5. Published mentor training handbooks

FRANCE

The range of training courses for mentors is extremely wide, lasting between 20 and 40 hours, which corresponds to the amount refunded according to the law. The main guide to the training of tutors was published by the Centre Inffo in 2002 – a guide to the tools for mentoring in companies. It lists 131 training tools. Other resources include:

WEBSITES

www.profetic.org

Proposition d'un modèle de tutorat pour la conception de dispositifs d'accompagnement en formation en ligne

www.educnet.education.fr/

Tutorat: notion d'accompagnement et notions connexes

Resources for Tutors/Apprenticeship Supervisors' training

Guide des outils du tutorat en entreprise

Centre Inffo – Edition 2002 – Tél. 01 55 93 91 91 – www.centre-inffo.fr

T.E.X.T.E. – Transfert d'expériences de tutorat en Europe

CITADEL – ouvrage collectif – 2002 -

www.citadel.fr / citadel@citadel.fr

L'enjeu des tuteurs – accueillir et former des jeunes dans l'industrie de la plasturgie

Paul BOULET – Les éditions d'organisation – citadel@citadel.fr

Le tutorat dans l'enseignement et la formation
Gérard BARNIER – L'Harmattan - 2001

Intégration des jeunes à Air France

Olivier Gélineau - Développements, n° 24, octobre 2000, pp. 11-13

Formation des tuteurs dans l'espace du Rhin supérieur: pratiques, problèmes et perspectives; séminaire de travail dans le cadre du projet INTERREG II (Tutorat interculturel: vecteur de qualité dans les échanges frontaliers du Rhin supérieur OPCAREG Alsace°

Strasbourg: Opcareg Alsace, avril 2000, 76 p.

TTnet dossier n° 2: La fonction tutorale dans la perspective communautaire

Anne de Blignièrès-Légeraud, Françoise Gérard, Reinhard Seika, Heinz-Dieter Voskamp, Mathias Laermanns; CEDEFOP (Centre européen pour le développement de la formation professionnelle) - Luxembourg: Office des publications officielles des communautés européennes, mai 2000, 61 p.

Guyane: la formation ouverte de tuteurs
Patricia Jacquemin - Actualité de la formation permanente, n° 164-165, janvier-avril 2000, p. 130

Réunion: la formation à la fonction tutorale des maîtres exploitants

François Collin-Dufresne - Actualité de la formation permanente, n° 164-165, janvier-avril 2000, pp. 128-129

Guyane: l'alternance, une politique de proximité innovante et multipartenariale

Olivier Griffith - Actualité de la formation permanente, n° 164-165, janvier-avril 2000, pp. 124-127

Université de technologie de Compiègne, des souris et des jeunes: une expérience pilote de professionnalisation par les NTIC

Isabelle Cailleau, Manuel Majada - Actualité de la formation permanente, n° 167, juillet-août 2000, pp. 115-123

Profils professionnels, formation et pratiques des tuteurs en entreprise en Allemagne, Autriche, Espagne et France: enquête-analyse Leonardo Françoise Gérard (Centre INFFO); Karin Steiner, OIBF (Institut autrichien pour la recherche sur la formation professionnelle) Werner Zettelmeier, CIRAC (Centre d'information et de recherche sur l'Allemagne contemporaine); avec la participation de Uwe Lauterbach, DIPF (Institut allemand de recherche pédagogique internationale) Paris la Défense: Centre INFFO, 1999, 46 p. (Étude téléchargeable sur le site internet du Centre INFFO www.centre-inffo.fr)

TOOLKITS AND GUIDES

Stages en entreprise: guide de l'élève stagiaire
Ministère de l'Emploi et de la Solidarité - Paris: La Documentation française, 2001, 66 p.

Le tutorat dans les collectivités territoriales: comprendre le tutorat

Coord. par Yves Keruel; CNFPT (Centre national de la fonction publique territoriale) - Paris: CNFPT, février 2000, 46 p.

Les pratiques tutorales: identifications, résultats et perspectives : étude diagnostic accompagnée de préconisations

ARIFOR (Association régionale pour l'information sur la formation et l'orientation); CAFOC Reims (Centre académique de formation continue) ; ARGO Ingénierie Châlons-en-Champagne: ARIFOR-MIFCA, juin 2000, 78 p.

Guide du tuteur: programme européen «ADAPT Bis DYNAMO»

Emile Savary, CAFOC de Nantes, Entreprise Péchiney (Collaboration) - Nantes: Centre académique de formation continue, décembre 2000, 38 p.

La fonction tutorale et les outils du tutorat
Marie Tugal - Paris la Défense: Centre INFFO, avril 2000, 39 p. (Coll. Dossier documentaire)
Conduite interactive de l'alternance
FFSA (Fédération française des sociétés d'assurance), OPCASSUR, CFAJAEA, DGEFP - Paris: FFSA, 1999, 13 p. + 31 p. Kit pédagogique comprenant 2 guides, 1 vidéo, 1 cédérom, diffusé par l'Opcassur (Document consultable au Centre INEFO)

ITALY

There are only a few books available at the moment, the reason is to be found in the general Italian panorama which has not been sensitized about mentoring, thus it is not easy to have it as a subject of study:

Cuomo M., Cuomo S., Giacalone V., Manuale d'uso di Mentoring USA/Italia Onlus. The training manual is not for sale but is for the mentoring projects of the Onlus.

Gelli B., Mannarini T., Il mentoring - uno strumento contro la dispersione scolastica (1999), published by Carocci. In the section "strumenti di lavoro", the author has given a synthesis of the Mentoring manual by Mrs Matilda Raffa Cuomo which is an integral part of the Mentoring USA/Italia Onlus model.

Giacalone V., (2005), Un approccio non formale alle difficoltà scolastiche, (from L'accompagnamento per contrastare la dispersione Universitaria. Mentoring e Tutoring a sostegno per gli studenti). Books by the Fondo Sociale Europeo Ois Isfol.

Lucisano P., (2004), 'Il Mentoring nei percorsi di accompagnamento e mediazione sociale di giovani e di detenuti', presented at the Convegno Nazionale ISFOL in Rome 17 December 2004.

Baldeschi L., Cerrone G., Serra F. (2004), Guida al Mentoring, Firenze – guidelines developed in the framework of the dream project SI20030147 POR ob. 3 Mis. E1 2003 Cod. Com. S00903.

Comitato Impresa Donna Emilia Romagna – CREE, Centro Risorse per le Imprenditrici in Europa – (1998) Il Mentoring: Innovazione di una Metodologia di Accompagnamento e di Formazione per le Donne Imprenditrici

Felice A., Delai N., De Vincentis M., Iraldo A.R., (2004), Guida al Mentoring: istruzioni per l'uso. Ministero del lavoro e delle politiche sociali.

WEBSITES

Mentoring USA/ Italia Onlus

<http://www.mentoringusa.it>

The website contains information about the mentoring activities carried out in Italy by the association.

LATVIA

There is only one text on mentoring available in the Latvian language (Translated by Lidere from the original Finnish text):

Juusela, Tuula Lillia, Jari Rinne (translated 2005), "Many Faces of Mentoring". Lietiskas informacijas dienests: Riga.

SPAIN

In Spain, we have not been able to find many mentor training handbooks in the Spanish panorama. The reasons may be, first, the mentor training that is being carried out by enterprises is being managed by consultants that do not publish their training materials (as in the cases of Telefónica and Grupo Antolin). Second, the mentor training being carried out by the Universities is 'informal' and not published. Many programmes develop their mentoring relationships with no training whatsoever. We have been able to find on the Internet more than 40 courses available (as average) where mentoring is part of the training materials.

Here below, we have included a short list of training materials that may be of interest for Maitre WP4:

Sevillano. M.L. El Proyecto Mentor: su incidencia en la formación en Castilla y León. Disponible en: http://www.mec.es/mec/publicaciones/p_public.html

Soler, M.R. Mentoring. Estrategias de desarrollo de recursos humanos. 2003. It has a chapter focusing on "Training a mentor requires"

Eduardo García Jiménez.(2005). Guia Del Farmaceutico Oficina De Farmacia. Guide for the mentor pharmacy owner. (it can be found at the virtual campus of www.mentoriam.net: at the "A estudiar" section)

Eduardo García Jiménez.(2005). Libro de bolsillo del e-mentor (E-mentor paperback handbook). (it can be found at the virtual campus of www.mentoriam.net: at the "A estudiar" section)

Eduardo García Jiménez.(2005). Libro de bolsillo del estudiante en practicas. (it can be found at the virtual campus of www.mentoriam.net: at the "A estudiar" section)

Eduardo García Jiménez.(2005). Libro de bolsillo del mentor. (it can be found at the virtual campus of www.mentoriam.net: at the “A estudiar” section)
Eduardo García Jiménez.(2005). Memoria del alumno oficina de farmacia. (it can be found at the virtual campus of www.mentoriam.net: at the “A estudiar” section)

Laura Oliveros Martín-Varés. Coordinadora RE-MUC (2005). Guía básica de contenidos 2005. Short guidelines for the mentors.

UNITED KINGDOM

In the UK, many training packs have been produced by voluntary organisations for their particular scheme, but they tend not to be published and readily available. Similarly, freelance mentor trainers have developed their own materials which are used exclusively in their own training. Mentor training materials used with business clients is a commercial product and only available for people attending training courses. Some of the more accessible publications are:

Carter, S. (1994) An essential guide to mentoring, Institute of Management Foundation, Corby

Harvey, M. and Russell, G. (2001) Youth listens: training and supporting peer mentors: a training resource manual, UK Youth, London
Useful peer mentor training pack.

Kay, D., and Hinds, R. (2005) A practical guide to mentoring: play an active and worthwhile part in the development of others, and improve your own skills in the process, How To Books, Oxford

Malderez, A. and Bodsczky, C. (1999) Mentor Courses: A Resource Book for Trainer-Trainers, Cambridge Teacher training and Development, Cambridge
Mentor training materials for use in courses training teacher mentors but nonetheless useful ideas.

MBF - Mentor Training: A Resource Pack for Programme Co-ordinators
This is a generic resource that covers the basics of mentor training and is aimed at supporting mentoring co-ordinators (or trainers) with little or no prior experience of delivering mentor training. It includes copies of handouts and overheads to use as part of your training.
Price: £10 (members); £15 (non-members)

MBF - Peer Mentor Training Resource Pack
This resource pack has been developed to encourage, support and assist school staff to design, plan and introduce a peer mentoring programme. It provides basic training resource materials that can be adapted to include the primary and secondary school sectors. An additional CD-Rom contains all of the resource materials in PDF

and Word format.

Price: £15 (members); £25 (non-members)
The Scottish Mentoring Network (www.scottishmentoringnetwork.co.uk) contains many useful links and resources. Especially helpful is the Fostering Network's complete mentoring training pack which is available in 10 downloadable files covering all aspects of mentor induction.

Shea, G.F. (1992) Mentoring: a guide to the basics, Kogan Page, London

Vlaeminke, M. (1995) The Active mentoring programme. - Pack 2 : Developing key professional competences, Pearson Publishing, Cambridge

Vlaeminke, M. (1995) Pack 3 : Developing key subject competences, Pearson Publishing, Cambridge

DVD

MBF - Face to Face 1 & 2 (DVD)
This DVD is designed as a resource tool for organisations working with school-based mentoring and community-based mentoring programmes. It can be used as part of a training session for mentors, as a promotional tool for recruiting mentors or as part of mentee preparation.
Price: £10 (members); £15 (non-members)

WEBSITES

IBM Mentor Place Training Handbook - www.mentorplace.org
This useful site contains IBM originated e-mentor training materials which have been developed for use in the global MentorPlace programme where IBM staff mentor school students.

Mentoring and Befriending Foundation – www.mandbf.org.uk
The national network for mentoring and befriending which contains information about the peer mentor and general mentor training resources.

Volunteering UK – www.volunteering.org.uk
A useful Employer Supported Volunteering toolkit which could be used in the training of business mentors.

Youth Justice Board – www.youth-justice-board.gov.uk
This site provides some materials for use in mentor training in youth justice settings including what if scenarios.

6. Mentoring competencies developed through training

The prime purpose of the case study exercise was to identify mentor training materials that could be included in the MaiTre EU Mentor Training Manual. In order to facilitate this process an analysis of mentor competencies was produced (see Annex 1). Partners analysed the case study mentoring organisations using this framework of competencies as a tool. This in turn facilitated the analysis shown in the table below. This table indicates the extent to which the competency was included in the mentor training which ranges from all projects including the competency, e.g. understanding the role of mentor/tutor to only 2 from 25 including guidance on the use of internet shorthand, i.e. emoticons and netiquette (relevant only to e-mentoring projects). It is a summary of the tables in Annex 4 which shows which countries and projects include which competencies and what main training methods are used. More detail can be found in the full case studies on the project website.

Competencies Summary

| Competencies | Summary |
|--|---|
| Understanding the role of mentor | 25/25 developed this competency using a wide range of methods: newsletters, class discussions, presentation of papers, role play, interactive exercises, brainstorming sessions, CD-Rom, and mentor handbooks. |
| Understanding boundaries and confidentiality | 22/25 developed this competency using: using a training kit, class discussions, structured working agreements, formal signing of documents, introductory seminar, agency handouts, mentoring handbook, and a coaching framework. |
| Evaluation | 22/25 developed this competency using: self assessment throughout, intermediate and final evaluation activities, feedback session after each mentoring session, training session workshop and evaluation, working forms agenda day-to-day, ongoing training, mentors assess project and they in turn are assessed with findings presented at the end of year, online questionnaires and feedback loop, assessment addressed through level of attendance, access and web participation and summary of experience, internal training evaluation questionnaire for mentors and mentees, and internal evaluation of programme and external evaluation of programme. |
| Understanding careers in the vocational area | 20/25 developed this competency using: website access to careers information, web group database, careers advice do's and don'ts, addressed through discussion groups/mentors and coordinators, successful completion of objectives, exercise for mentors listing local employment services for young people, and one case study specified importance that mentors reflect and relate own employment and education experience with refugees. |
| Listening skills (active listening) | 20/25 developed this competency using: discussion web groups, training on balance of skills and management, active listening exercises in class, paper presentations, and training based on interactive and group development. |
| Emotional intelligence (e.g. social skills, self-management) | 18/25 developed this competency using: ongoing training and practice discussion group meetings, observing developed empathy skills, active listening exercises and lessons on assertive behaviour, reflective moments associated with role play, during analysis mentors explored life values and objectives, strengths and weaknesses. One case study used CD-Rom technology for mentors to access listening. |
| Building rapport | 17/25 developed this competency using: web group discussions, role play, paper presentations, one-to-one meetings with mentors and coordinators, handbook/handout sessions, action planning on a CD-Rom. |

| Competencies | Summary |
|--|---|
| Problem solving trouble shooting, and dealing with blockages | 16/25 developed this competency using: exercise on problem solving, discussion groups and ongoing training, 'what if' scenarios presented, handbook review on quality mentoring, interactive exercises, and workbook sessions. |
| Giving and receiving feedback | 16/25 developed this competency using: Addressed via working forms agenda day-to-day, daily evaluation and final forms, informal activities and mentors helped based on need, trainer input on communications and interpersonal skills, role play, handbook/guidelines, post training debriefing analysis, appraisal assessment plan, and appraisal questionnaire. |
| Relationship management | 15/25 developed this competency using: web group discussions, mentor discussion groups, 'Traffic Light' model through role play (Mentoring USA/Italia), case study analysis, SMART target objectives introduced, handbook and assessed exercises, problem management procedure, and action planning on a CD-Rom. |
| Action planning and goal setting | 15/25 developed this competency using: ongoing web group discussions, forms completed, in class role play, objectives identifying exercise, principles of action planning and goal setting introduced, SMART target model, and a CD-Rom offering progression in implementing tutoring. |
| Lifelong learning | 15/25 developed this competency using: training material and web group discussions, previous mentors' shared experiences, in class discussions, established entrepreneurs sharing experiences, virtual camps, NVQ level 2 volunteer mentor training practice, accredited BTEC level 3 mentoring in action qualification, working towards degree level credits. Many had informal/internal recognition schemes. |
| Understanding their own values | 14/25 developed this competency. This competency was largely developed and explored through reflection during discussion groups, ongoing training, one-to-one entrepreneurial coaching sessions, and case study role play. |
| Coaching skills | 14/25 developed this competency using: group discussions of the differences between coaching and mentoring, established clarification of roles of each participant, informally, dependent upon mentor/mentee relationship, addressed through coaching technique, training sessions on challenge and support and interactive exercises, quality mentoring in handbook sections, apprenticeship addressed by ensuring successful apprenticeship by passing on business sector knowledge, developed in stage approach of mentoring and transfer of pedagogic practices and through tutor-led activities. |
| Managing mentoring meetings | 13/25 developed this competency using: formal and informal discussion groups, large group discussion, 1-to-1 and mentor weekly monitoring sessions, mentors' personalised meeting pathway, SMART target objectives presented, workbook learning cycles, interactive and assessed exercises, handbook session managing meeting check list, and case study diary activity. |
| Professional distancing | 13/25 developed this competency using: ongoing mentor training, incorporation of mentor professional experience, pre-mentoring training, training sessions on ground rules, boundaries and limitations of the role of mentor. |
| Recognising achievement/objectives attained | 13/25 developed this competency using: ongoing training, newsletters, final evaluation forms, class discussion incorporation of mentor professional experience, achievement measured by quality of research exercises, addressed via university given title of 'tutors of the apprenticeship', degree credits given towards their degree, trainer input slides end relationship successfully, accentuating positives in relationship, one programme awards mentor certificates, informal recognition by company HR and management teams. |

| Competencies | Summary |
|--|--|
| Understanding diversity | 12/25 developed this competency using class lessons, discussion groups, pre-mentoring and ongoing training, input through handouts on equal opportunities best practice, disability awareness session, programme workbook session, interactive exercises. |
| Story-telling | 11/25 developed this competency using: reflection through group discussion and writings, trainers encouraging mentors during training to relate personal stories to mentees, and role play. |
| Adapting | 11/25 developed this competency using: reading a training kit, group discussions, collaborative learning techniques, trainer handouts, slide shows applying SMART target model and handbook sessions. |
| Networking skills | 11/25 developed this competency using: mentor's experiences and personal networks, faculty network system, informally addressed dependent on mentor/mentee relationship, list of stakeholders, university case study trainer encouraged mentor to share social aspects of university. |
| Questioning skills (including review) | 10/25 developed this competency using: mentors on management training, role play exercises asking probing questions, active listening and effective questioning, challenge and support sessions and discussion groups, and one stipulated acquisition of professional experience and constant monitoring. |
| Orchestrate a good ending | 10/25 developed this competency using: handouts on how to end relationship and discussion, group reflection on successfully ending mentorship, in one apprenticeship ending tutoring session is a goal clearly defined from the beginning of training, aim for mentor to present evaluation results positively to mentee, and one university programme addresses through training as relationships usually end at end of school year. |
| Instructional skills (Teaching and tutoring) | 10/25 developed this competency using: discussions about differences between tutoring and mentoring, senior mentor assumed classroom duties through a structured tutorial role, interactive exercises and handbook sections on quality mentoring, learning styles and strategies for accelerating learning, sessions on teaching and making sense of concepts, during class session on teaching attitudes, teaching/tutoring skills addressed on CD-Rom and in approach to mentoring, preparation of the mentee's career work experience and follow-up support and teaching/tutoring skills addressed on CD-Rom. |
| Non-verbal communication | 9/25 Mentors on particular programme required to attend balance of skills on management training, in class, exercises on communication techniques, briefly addressed in first seminar, role play exercises on body language, sixteen case studies didn't address this competence |
| Counselling | 8/25 developed this competency using: analysis forms, in class discussion, orientation training, incorporation of mentor professional experience, trainer input dealing with disclosure during child protection topic, and case study analyses with previous mentoring pairs who tackled various topics together. |
| Understanding the stages of the mentoring relationship | 8/25 developed this competency using: a training kit, focus group, pathway planning, role play, trainer handbook and programme specific training. Others said that this competency was developed through the experience of mentoring itself. |
| Advocacy skills | 6/25 developed this competency using: role play, discussion groups about mentor experiences. |

| Competencies | Summary |
|-----------------------------------|---|
| Use of technology 1 (e-mentoring) | 5/25 addressed e-mentoring technology the formats used were: e-mail, web portal database, university intranet, black board for research activities, e-mentoring slides and interactive exercises. |
| Use of technology 2 (e-mentoring) | 2/25 developed this competency using short hand of e-mail language and a handbook e-mentoring netiquette guide. |
| | |

7. The future of mentoring

FRANCE

There is a renewed interest in ‘tutorat’ or tutoring in initial formation” (from the primary education to higher education) and in vocational training (apprenticeship, alternance etc.). There is an increasing interest also in workplaces to facilitate and make a success of the integration of new employees and more particularly the young people ; and to transfer the senior employees’ specific knowledge to other employees of the company.

The Plan for Social Cohesion makes apprenticeship and training by alternance a major part of the fight against youth unemployment. The objective is to increase by 40% the number of apprentices in four years (see Internet: plan of social cohesion) which means a corresponding increase in the demand for tutors and tutorat.

So, alternance which was reserved initially for relatively low levels of qualification (CAP, BEP, Bac Professionnel) is extending little by little to all the training levels (university, higher schools, schools of engineers). According to Andre Froget, this alternance, which combines knowledge and experiment “to give experiment to the knowledge and sense to the training”, supports the comparison of school or training centre learning and learning on the job in the workplace.

Among the actors of the system of training by alternance is:
the trainers at the training centre
the employees of the company who provide the tutors
the trainee and their professional project.

There is a recent development of an e-mentoring scheme in Paris supported by the Government which aims to link employed mentors to young people from the banlieus with a view to improving their employability and social inclusion.

ITALY

The position of mentoring is uncertain in Italy, at the moment: without a shared national strategy and policy it is hard to think about future developments. Moreover no-one can agree what mentoring is, the contexts where it can be found are variable and therefore meanings and expectations are different.

The main objectives of the MAITRE project in Italy is to cast light upon mentoring and to raise awareness on the urgency of a national framework where its potential and benefits can be understood (both for the organisations and the

wider society) and thus implemented. Mentoring surely need to be rationalised, but not to be commercialised or branded. Simply it should be understood and used properly, without making it the panacea for the youth or workers’ problems. If it is merely institutionalised, it will lose force and sense. Amitié together with IAL Toscana CISL, CISL Toscana and Mentoring USA Italia intends to organise two events to spread familiarity with mentoring, starting from the political level.

However some few positive elements are emerging: ISFOL – OIS is continuing its study and the promotion of the methodology; mentoring is being used in many sectors such as large private sector businesses, SMEs, politics, social and vocational training, education and apprenticeship (in fact it is tutoring). The Regione Emilia Romagna will provide schools with 5 million euro of financial support for a number of projects at local level to fight against school drop out and social exclusion. Private companies provide courses on mentoring (but in fact it is coaching). Even the military sector is more and more interested in mentoring, as it is in tutoring as illustrated by the case study of the Nunziatella Military School in Naples.

LATVIA

Bearing in mind the current paucity of mentoring activities in Latvia, there is likely to be a gradual acceleration of mentoring as it “spills over” from one enterprise or organisation to another. ICD Riga has discussed mentoring practices with a number of enterprises: Krajbanka, Hansabanka, Parex Bank (all three banks), as well as Narvesen, a retailer. All these organisations are at various initial stages of introducing mentoring into the workplace. However, they all lack the guidelines, expertise and experience to introduce and systemise mentoring into their training programmes.

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ICD Riga has set up a working group on the development of mentoring guidelines for both the voluntary and the enterprise sectors. This working group consults ICD Riga on the implementation of the MAITRE project in regard to activities in Latvia, i.e. on issues related to the development and implementation of the envisaged training course for mentors. It consists of persons

responsible in their companies for personnel and in-service training issues, as well as persons already implementing mentoring activities, i.e. Lidere.

SPAIN

Spain is developing models that have already been tested in other contexts.

In the business world, the mentoring model is turning towards the development of the individuals' "soft skills": mental ability, persuasion, vision, creativity, capacity to solve problems, capacity to create teams..., which turns high potential professionals into managers who contribute effectively to the growth of the business. The training provision is quite substantial mainly in coaching and human resource development programmes where mentoring is also mentioned. Within Spain, the modern form of Mentoring is very attractive to business as it achieves a balance between the requirements needed for the goals of the company and the accomplishment of the personal and professional development of staff. The main difficulty in this context is the lack of a mentoring culture in Spain which means that both mentors and mentees will need intensive training. Evaluation should be carried out more seriously in order to determine the way to improve the mentoring approaches that are underway.

In the Spanish higher education and after the latest University regulations the need for developing comprehensive guidance systems is starting to be debated. From the experiences developed by some Universities, the innovative approaches to be proposed include systems that would integrate the tutor role developed by the faculty professors, personal counselling procedures, group-centred strategies carried out by experts and peer mentoring. The university context seems to be the environment where mentoring can fit more easily reinforced by the strong research and evaluation background the Spanish Universities are taking into account to implement their programmes.

Mentoring is emerging as a model to fight against social exclusion by helping disadvantaged groups of the population to improve their social and communication skills. In this sense, mentoring is mainly aimed at fostering employability and empowerment. However, national and regional Regulations seem to be one of the inhibiting factors to adopt mentoring as an administration strategy to fight against discrimination of disadvantaged groups. There is a need to introduce evaluation methods to improve recruitment of mentees and the matching with mentors; and to introduce greater flexibility in the methods adopted.

UNITED KINGDOM

In the UK (England) Government policy towards community-based mentoring is closely associated with its policy on volunteering. The Russell Commission report on youth volunteering led to the establishment of a new organisation called V through which funding is to be channelled for youth volunteering, including mentoring. The Home Office's Mentoring Fund which is currently paying for the Mentoring & Befriending Foundation national network runs to 2007 and after that date future funding is uncertain. Continuing concern over social cohesion relating to the high levels of immigration into the UK means, in the light of that the perceived success of Time Together refugee and asylum seeker schemes, mentoring will be maintained. Most community-based mentoring will continue to be run by the voluntary sector and so mentoring will compete with other programmes for limited funding. In the youth justice field the credibility of mentoring programmes was undermined by the damaging evaluation report on the Mentoring Plus scheme (Shiner et al, 2005).

In school-based mentoring the popularity of peer mentoring is likely to continue as schools recognise the benefits to be gained by older students acting as peer mentors to younger students. However, this is likely to remain largely focused on personal development rather than academic performance. General business mentoring has declined in extent in recent years because of pressure of work on employees and the popularity of one-to-one reading partner schemes, where business people help primary age pupils with their reading. The decline in the funding of local Education Business Partnerships has also reduced capacity to coordinate business mentoring locally. Concerns over child protection following the Soham murder case and the tightening of child protection procedures have increased caution in schools over the introduction of e-mentoring. Many schemes see the future as blended mentoring – a mix of face-to-face and e-mentoring as the best way forward rather than exclusively e-mentoring schemes. Schemes that offer high levels of monitoring and archiving are also more costly than those simply using email. There is likely to be a steady growth in group enterprise mentoring in schools as business people advise teams of students on their mini-businesses as part of the Government's Enterprise Education Initiative.

In the area of 14-19 vocational programmes there is a major national strategy to develop 14 vocational lines of learning to 2013 through specialised Diplomas. This development is in its infancy but it is likely that business mentoring will be closely linked to this initiative, so that people in work with specialist vocational knowledge may

act as mentors to teachers, groups of students and individual students. The rise of virtual learning environments locally and nationally also makes possible the kind of web-based mentoring developed by The Brightside Trust. Mentoring has been slow to take off in Young Apprenticeships with the visiting teacher often designated as a mentor rather than an independent mentor (not in loco parentis as a teacher is or in a line management role as a workplace supervisor would be). Government policy is to give more autonomy to schools over their curriculum and not to prescribe activities such as mentoring. So, school-based mentoring schemes would need to be funded by the schools themselves because they perceive the benefits.

The HEFCE has announced continuing funding of the Aimhigher programme which seeks to encourage the aspirations and achievement of young people from backgrounds where family members have not progressed into higher education. However, this initiative had coincided with the increase in tuition fees for students and the widespread adverse publicity has had a deterrent effect reducing the number of 18 year olds applying for university this year. Nevertheless, regional and local Aimhigher programmes funding the mentoring of school students by university students are secure until the end of this funding phase in 2008. But the ANMS was not funded beyond 2006, so the NMS has shrunk and become a self-financing project. Similarly, the Brightside Trust e-mentoring scheme has diversified from medicine into the field of engineering where there is funding available from many institutions. This website-based project shows every sign of being the great success story for e-mentoring in the UK.

Entrepreneurship mentoring is likely to grow given the renewed attention being given in Government policy to stimulating more business start ups. Mentoring and coaching remain popular in business although it is very difficult to ascertain the extent of these programmes. Both activities are especially popular in US linked larger businesses. Mentoring is also popular and growing activities in some of the public services particularly the National Health Service and the teaching profession.

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