

A red circle with a thick black border containing the text "ME+" in white, bold, sans-serif font. The background of the entire page is white with a large, thin black circle in the center. Four smaller circles in blue, orange, yellow, and green are partially visible at the corners, connected to the central circle by black lines.

**ME+**

**NTOR**

*The Compendium*

**This project has been created by A.C.T.O.R. - Asociația Culturală pentru Teatru și Origami din Romania and funded with the support of the European Commission in the frame of Erasmus+ Programme as a KA1-Learning Mobilities for Youth Workers.**

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[Romania]  
www.actorromania.ro

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Európai Ifjúsági Közösségért  
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## **FCAT**

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Twórczej [Poland]  
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## **GAIAC**

Grupo de Acção e Intercâmbio  
Artístico e Cultural [Portugal]  
www.gaiac.pt

## **HTP**

Hellenic Youth Participation  
[Greece]  
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Agile [E. Walthert, 2011]  
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**The project**

# Introduction

In **EVS**, one of the most important actors is the **Mentor**. This role, with complex responsibilities turns up along time in the European programs financing and learning guides without being accompanied by the details regarding quality standards, adequate profile or the way in which this process should be developed.

In this extremely flexible context, mentorship is understood and managed randomly, each implementor relying on their own experience and education has developed different administration strategies, tributary to the community of origin's realities and starting from the human resources at the disposal of the organization. Another factor to take in consideration is that mentorship is influenced during the monitorization and implementation process of the project, each national agency creating its own support of quality system in this domain, in accordance with the national or regional specific strategies. Starting from this reality, our organization has proposed to compare methods, strategy, preferred instruments from a number of organization, a big part being old partners in the implementation process of projects with international volunteering.

**ME+NTOR** proposed **Job Shadowing learning type mobilities** and a formation course in the end to equalize these understandings. Participants which have visited organisation with ongoing EVS projects could explore through direct experiences regarding the management of the coordination of volunteers activities, interactions with the local communities and with the usual partners , but also compare mentorship support methods, answering their own set of questions.

As it will be seen in the following material, the visits of the mentors and the volunteer coordinators have proven to be very different experiences. For example, **A.C.T.O.R.** hosted **22 Job Shadowing mobilities** and none were alike, although the proposed design identical, the specific character was created by the uniqueness of each of the implementation strategies on one hand and and also all the very different learning needs of the participants regarding the mentoring process. As a result, both participants to the mobility as well as the teams which organized the hosting had much to learn, for even if they had been working together for many years, the concrete reception

of the realities of the other organizations which led to unexpected revelations. Through this direct interactions the causes which generated the well known effects in the collaboration and development of the partners in projects with young volunteers could be understood.

The diversity in approach of mentorship in the organizations from the **ME+ partnership** will be illustrated in this **Compendium**. Its methodological content was defined in the last part of **ME+**, at the formation course - in mixed teams - volunteer coordinators and mentors. The learning experiences of the participants in this event have been oriented towards analyzing and debating the difference the difference in understanding and applying the basic concepts in EVS mentorship.

## Historical & context

The **nonformal context** from the **Youth** and **Youth in Action** have solicited youthwork from the EU member countries to develop formation strategies for coaching, leadership and mentorship. Articles, courses and events proposed by **national agencies** and structures such as **SALTO** have surfaced, which promoted approaches of the learning process in harmony with using the Youthpass to acknowledge the results.

In comparison with the approach of past programs the procedures and exigences of **EVS mentorship**, in the **Erasmus + Programme** changes towards formalizing the nonformal have appeared. In plus, the social, economical and political context in which the EVS projects take place in the different countries taking part in our project have left a mark on the quality and of the direction towards mentorship is applied.

In the countries in which the political context is oriented towards financing less in the youth area, and the **Erasmus + grants** are essential for implementing projects for this target group, under the influence of competition and of course under the pressure of specific monitoring from the national agencies, the formulae has become increasingly formal: there are more complex mentorship reporting procedures and are frequently asked for a written formal series of evidence through which the mentors are asked to keep track of the methods through which the learning process takes place.

At the opposite end of the spectrum there are the countries in which funding of the NGO has a major contribution to the different structures and local or governmental authorities, for example reactions such as *"the mentorship report lacks ethics"*, in Belgian coordinators for example, are hard to accept for project coordinators in Romania to whom the national agency has much more authority in monitoring the projects and uses tools that are more strict.

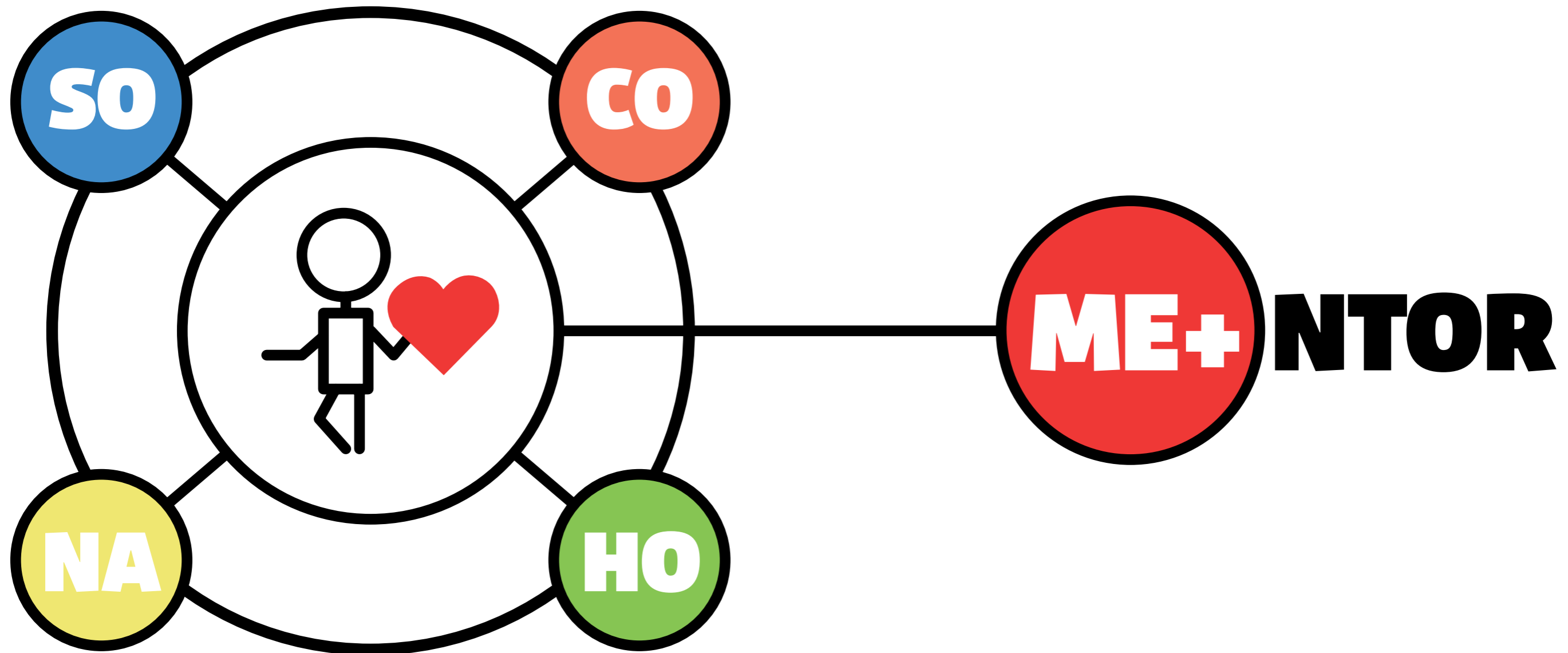
## Conclusion

After the aforementioned facts, it is obvious how much the social, economical and political context in which the EVS projects take place in the different countries represented in our project leaves a mark on the quality and on the direction towards mentorship is applied. Also, regarding the **management of intercultural volunteering activities**, approaches are, as well, quite the opposite between eastern and western countries of the **European Union**. Of course, this is due to the way formal education is managed on governmental level, being strongly influenced by a large suite of historical and political aspects. In the nonformal, the educational process has as main development space the area between the inner and outer comfort zone. Of course, towards the outside we do not have the same leaning quality, too much comfort is unfulfilling and too much chaos or panic blocks the motivation to take part to the educative process.

Let us not forget that in this context, the youthworker, in our case, the **volunteer coordinator** which follows a **quality development on a personal and professional level of the volunteer** he is working with, must prove talent and subtle intuition in knowing how much to rely on intensifying challenges from the activities they are currently managing. Here, the subtle specificity of nonformal education, the working strategy, has to carefully start from the uniqueness of each of the volunteers taking part in an EVS stage.

The duality **volunteer coordinator - mentor** should be like a battery that charges the volunteer to constantly balance their energy and self-image, the image of their own personal project which is their own becoming. And, again, the **cultural diversity** from the European Union makes this equation to take many diverse and amazingly complex forms. **ME+NTOR** has

been like a **research laboratory** in which people with passion in this domain have been brought together, which have strived to reach common definitions of coordination concepts in intercultural context and mostly about mentoring volunteers in this context.



As a conclusion to this effervescent collective learning experience, we can assume that there is a greater need of attention in building the monitoring process of mentorship in implemented projects so the objectives can be reached in a harmonious way with the social, economical ways with which the youth organizations that implement this kind of projects face under administrative and economical aspect.

# Youth work tools

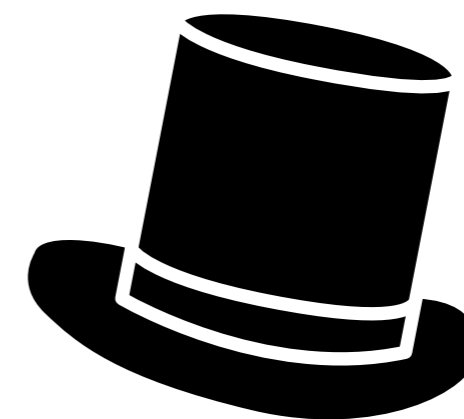
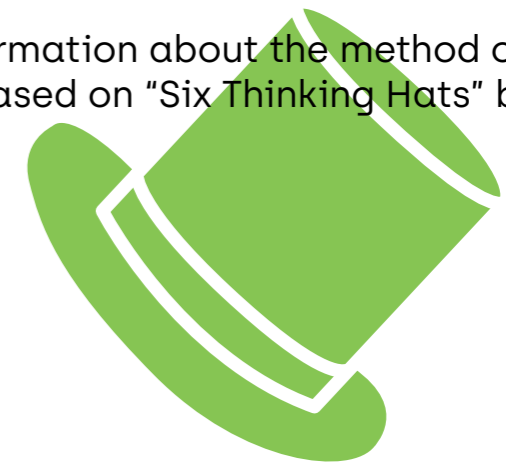


## The 6 thinking hats

The mentor can use this tool in different situations, e.g. when a volunteer needs to make a more serious decision, or when he/she prepares for important presentation or activity.

The method can be used in many ways. In a fun and creative way, creating real hats, eg from paper. But you can also simply draw 6 hats and apply the colour the volunteer feels, etc...

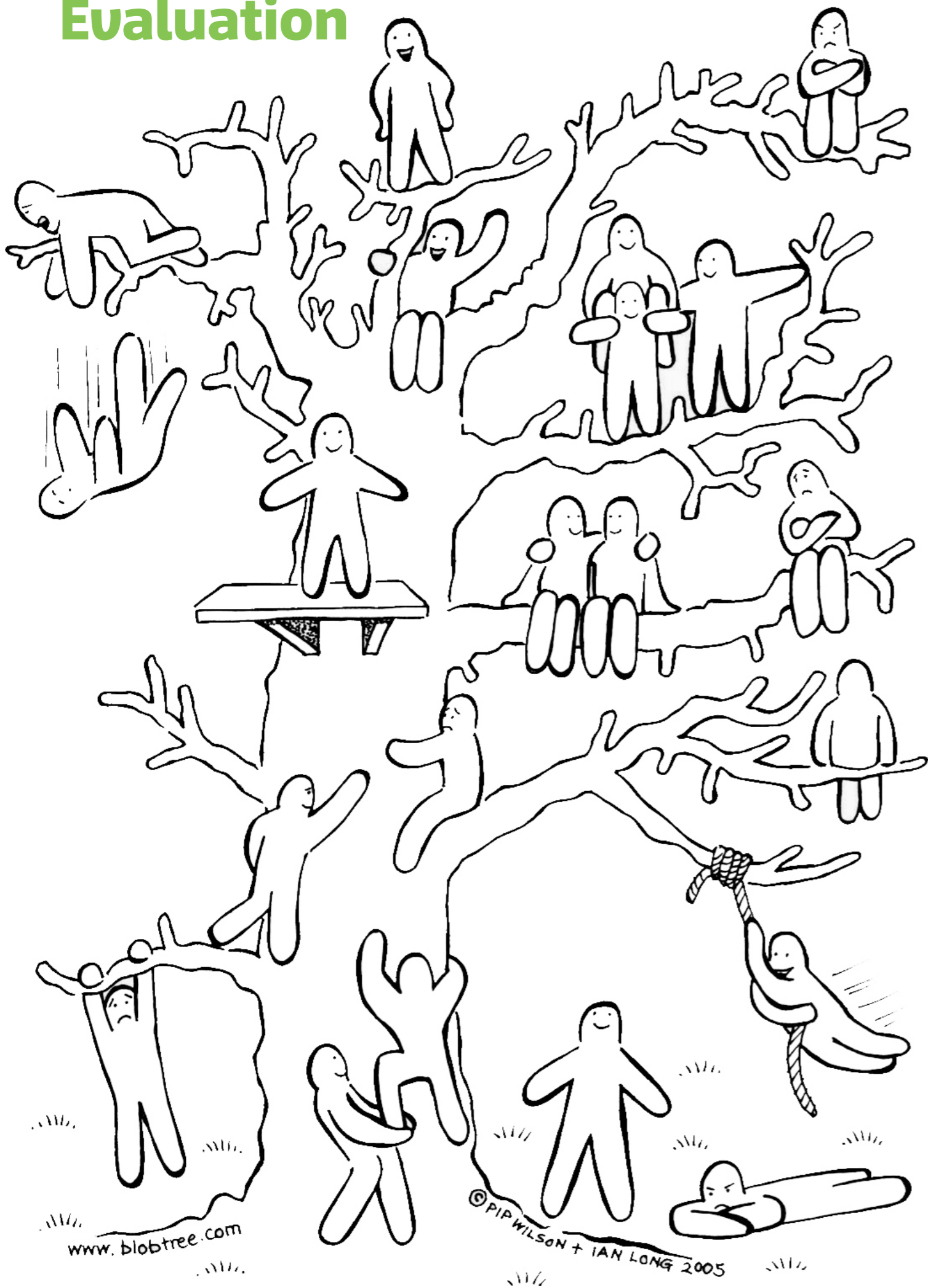
You can find a lot of information about the method on the internet, the method is based on "Six Thinking Hats" by Edward de Bono.



*tutorial here* <https://www.youtube.com/watch?v=UZ8uF8HRWE4>

**You can use the following tools in many different ways. They can be adapted according to the needs, both in Youth work and Mentorship.**

# Evaluation



www.blobtree.com

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## ← The Blob tree

In general you can start asking to the volunteer to which character he/she feels more similar/connected and to explain the reason.

## ↓ The Blob pitch

It can be used in a very similar way as the previous one, but the initial question can be related with the volunteer's commitment in the EVS activities.

[download here](http://intercultural-learning.eu/evaluationmethods-2/) <http://intercultural-learning.eu/evaluationmethods-2/>



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### ➤ The Blob travel

As the previous two tools, the purpose of this one is very similar, but the question this time can be related with the role of volunteer in the intercultural context.

*The drawing below was created by Filippo Alamanni, one of the A.C.T.O.R. volunteers from Italy, sent by LINK Altamura, participating in the EVS project named Vitamn T 17.*

### • The drawing

Drawing an image or symbol that corresponds to one's current state of mind, allows the volunteer to open the imagination and reflect on his position.



# Story Cubes

The **Story Cubes**<sup>®</sup> can be used to break the ice in a group of people during the weekly evaluations or by the mentors to get to know better the volunteer by letting the volunteer to tell some memories/stories connected with a particular picture. It's a tool that can be used in many different ways, adapted to the needs and goals.

The **storytelling** gives to the mentor great opportunities to establish deep contact with a volunteer, as well as to present learning outcomes. Another variant of the storytelling (without dices) is:

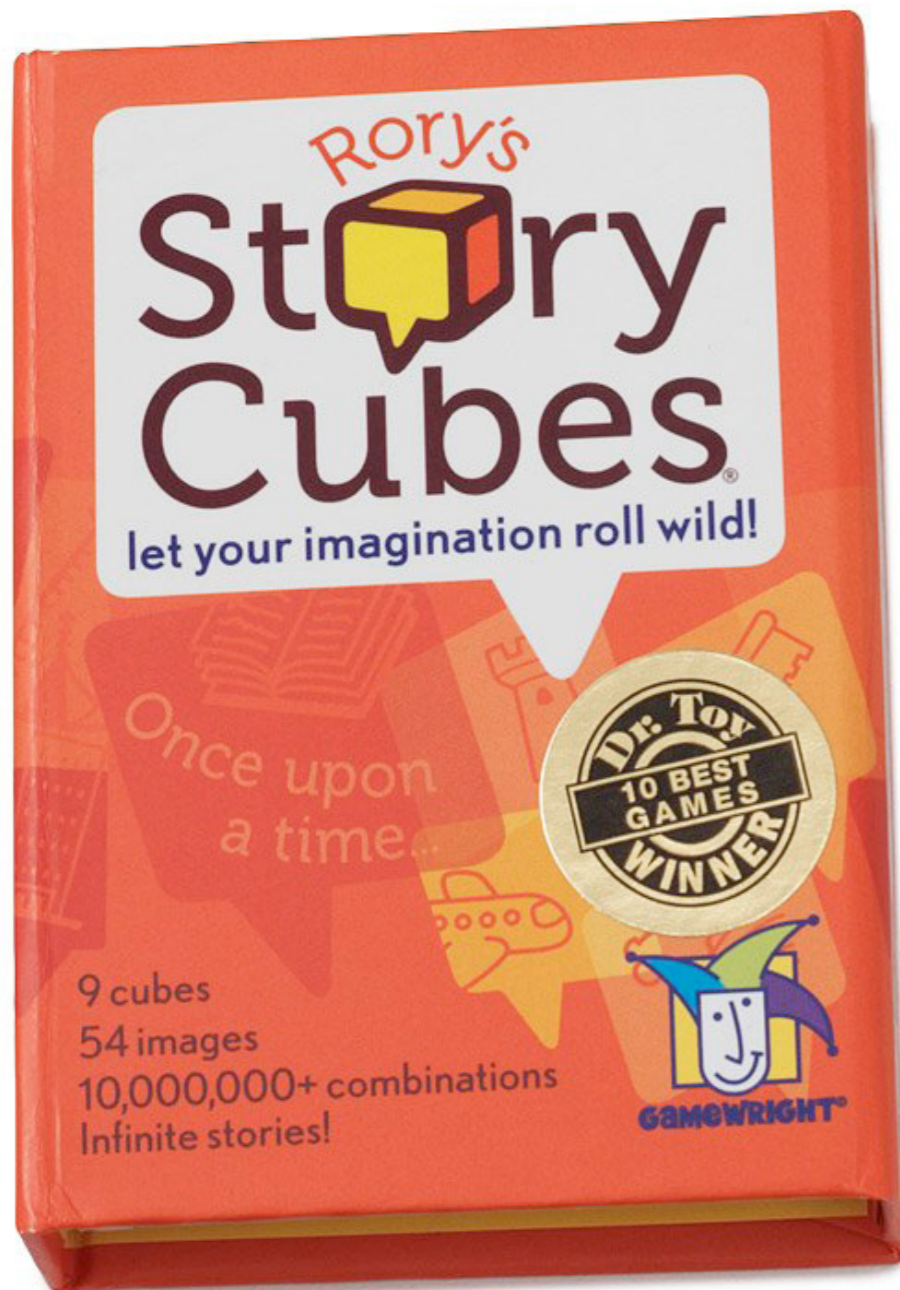
**1°** At the meeting, the mentor present to a volunteer a story created by the mentor with a few photos (collage) and invites the volunteer to do the same. The story should tell something the volunteer has learned or what success he/she has achieved.

**2°** The volunteer has to remember to take pictures and prepare the story for the next meeting. If the volunteer is artistically talented, he/she can also to draw.

**3°** At the next meeting, the mentor discusses with the volunteer what has created. The collage should present something that the volunteer achieved during the project. It can be something from activities or from free time. For example, he/she conducted an independent presentation for children. Or he/she cooked for the first time.

**4°** Then the mentor discusses the story with the volunteer by looking at the photos (or drawings) and the mentor asks him/her how he/she came to this effect. People - especially young people - like to take pictures.

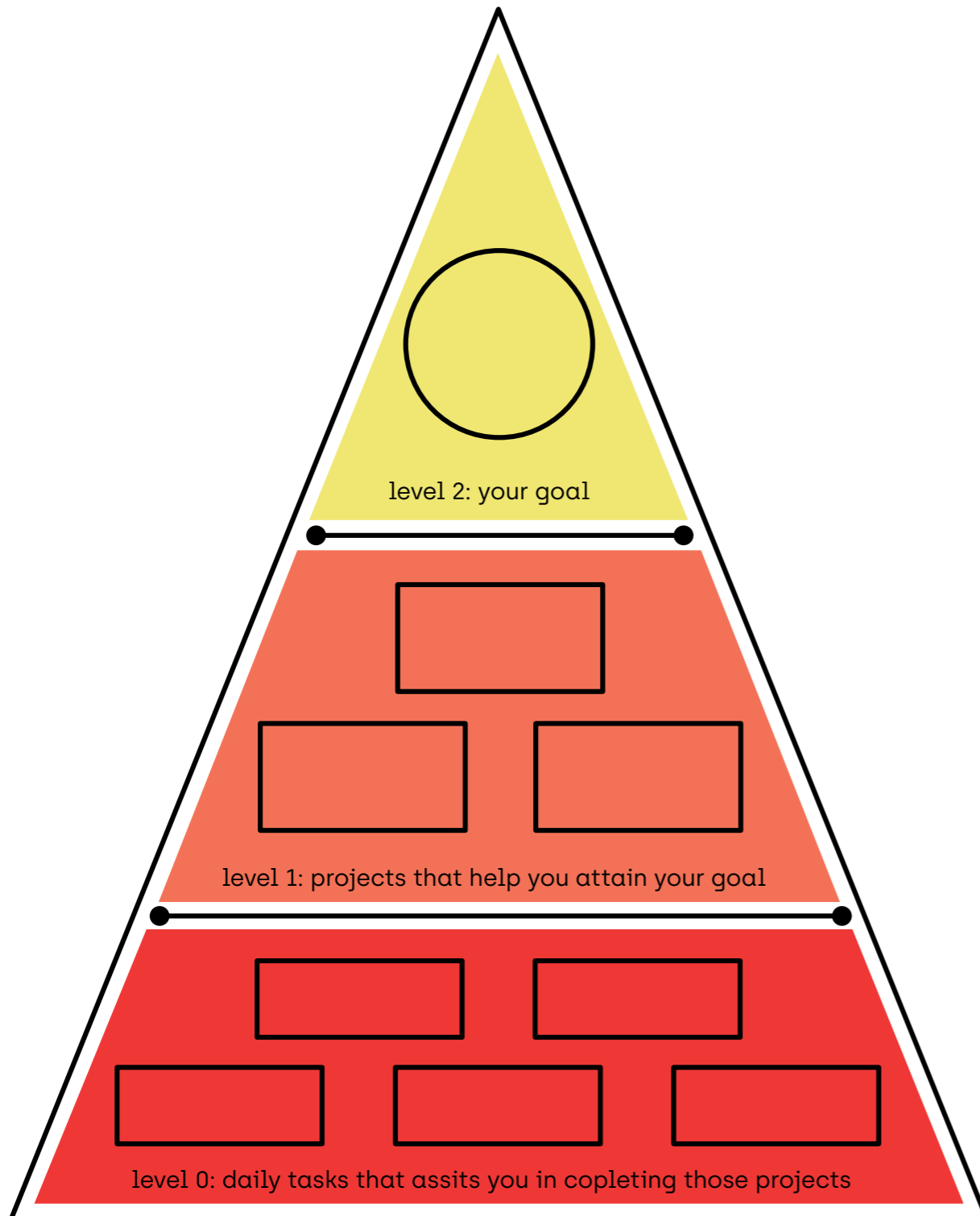
Thanks to this method, it is possible to show that the volunteer can learn something at every moment of the project.



# The Pyramid Technique

It can be used to define which are the goals of a volunteer and the steps to do in order to reach them.

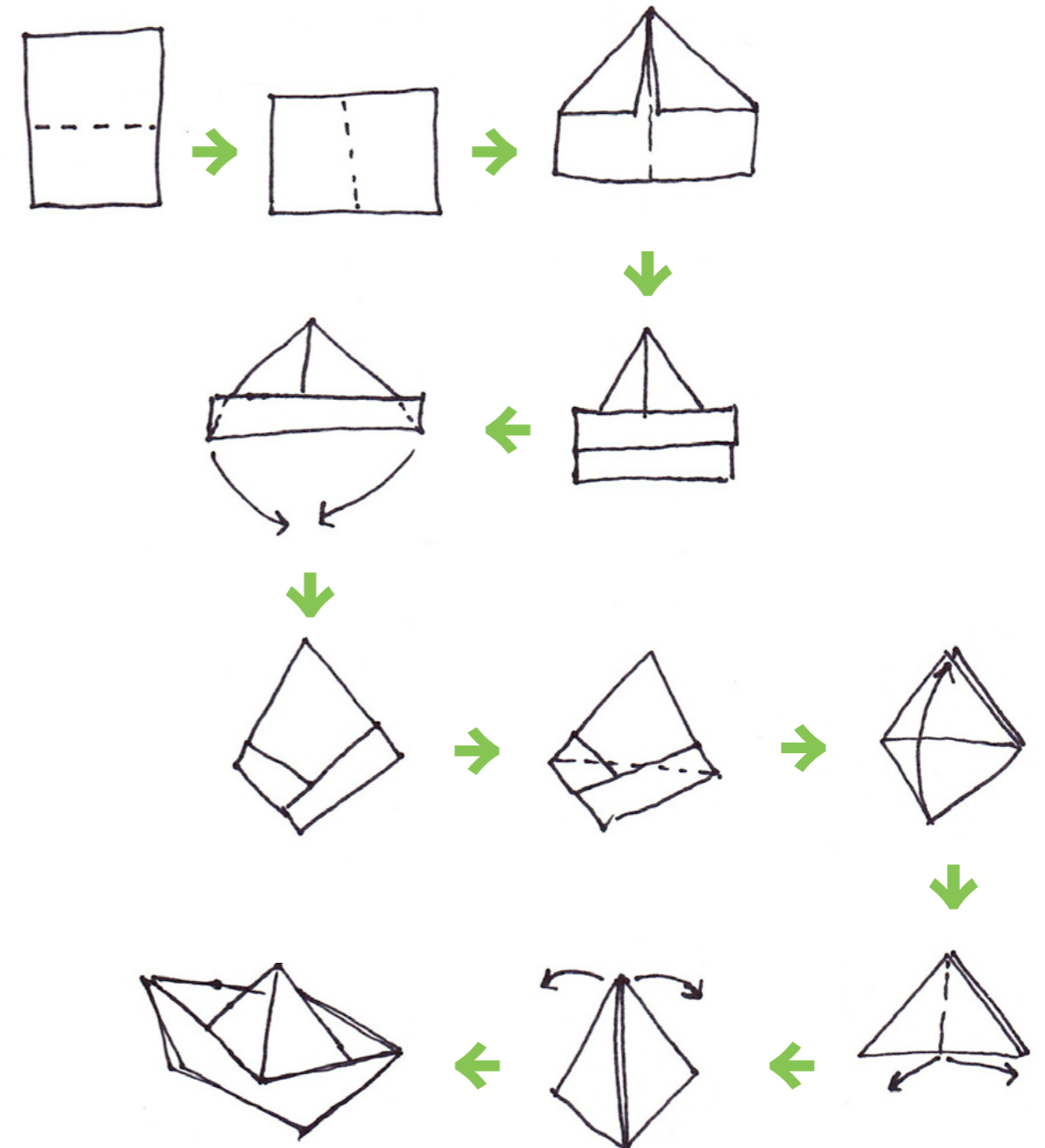
*download here* <https://www.salto-youth.net/tools/toolbox/tool/the-pyramid-technique.1582/>



# Objectives origami boat

This is a tool meant to aware the volunteers about how challenging can be the EVS path.

You create an **origami boat** in which volunteers can put inside their own **objectives**, all the ones they want to achieve.

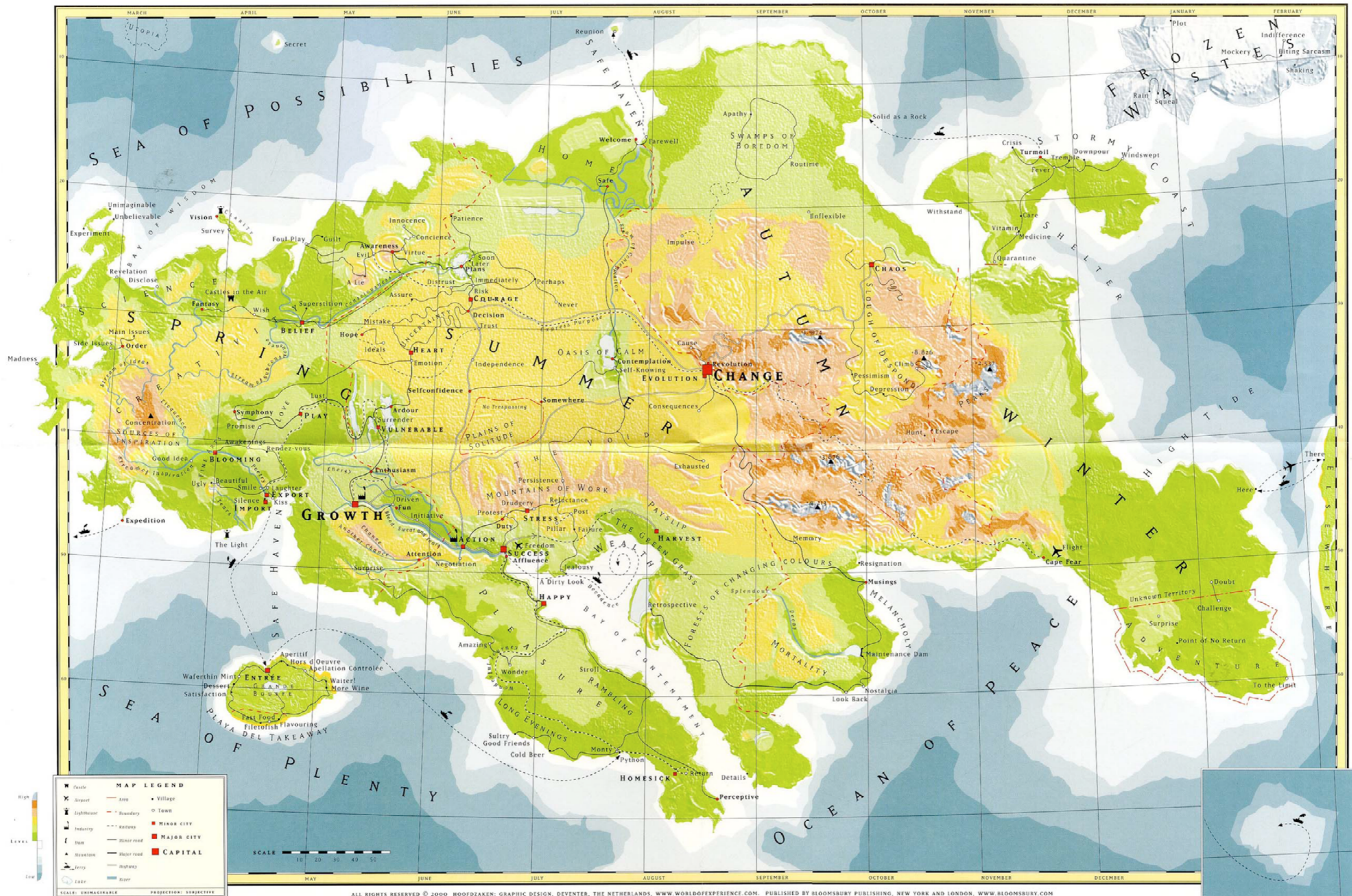


In plus they can also put some **stones**, which represent the emotional baggage they want to get rid of during their EVS. This is a tool that can be used during the pre-departure training or at the beginning of the stage.

# World of experience

The **World of experience map** is another tool that can help the volunteer to reflect about his/her own path and to express his/her feelings in a specific moment to better define how he/she felt and is feeling.

[download here https://www.fulltable.com/uts/m/map/aoe/SH551.jpg](https://www.fulltable.com/uts/m/map/aoe/SH551.jpg)



# The thermometer

The **thermometer tool** measures the level of achievement of expectations: on a table you put some thermometers with different colours and degrees and you ask the volunteer to choose which thermometer better describes now her/his current state and to explain why.

# Communication act ingredients

In order to use this tool, the volunteer has to draw a big pot in which you ask the volunteer to put those things he expect from the mentor and at the same time mentor has to do the same. While using this method is possible to define which are the good communication practices and at the same time to define the understanding about the role of a mentor, to start to put the basis of the volunteer-mentor relationship.

# Visual evaluation

Another visual method to evaluate the learning process is to draw a spiral in which the volunteer can write/draw the most relevant things happened in a defined period of time. It can be used to highlight the most important moments during a week, a month or during the entire EVS stage.

# Vision board

You can provide to the volunteer some magazine of different kind and you let to the volunteer time to pick up all the key words and pictures that are most relevant to him/her. The second step is to cut and glue everything on a big paper according to the shape that the volunteer wants or feels.

The **Vision board** can be used to let the volunteer to express who he/she is or to represent his/her own vision of himself/herself in the future to better define some specific goals in short or long term.

# Learning plan

Some volunteers prefer more formal tools and this is one of them. It's a support scheme that can help the volunteers to define their own learning plan by answering to 4 simple questions: *What? How? With whom? Till when?*

# Reporting tool

Below you have an idea of a monthly Mentor's **report template**:

1. Name of the mentor.
2. Name of the volunteer.
3. Period in which the report was made.  
\_ \_ / \_ \_ / \_ \_ \_ \_
4. How did you manage your communication with the volunteer before the meeting / meetings?
5. Explain the choice.
6. Location / locations.
7. How and for what purpose did you choose that location?
8. Duration.  
\_ \_ : \_ \_
9. Proposed topic.
10. Please describe how the session / sessions were held?
11. What are the main concerns of the volunteer during this period?
12. What difficulties is the volunteer dealing with?
13. How is the volunteer handling these difficulties?
14. What is the degree of motivation of the volunteer in finding solutions to these difficulties?
15. Please, explain.

16. Does the volunteer have a learning plan?
17. What are the objectives?
18. What is the degree of achievement of the learning objectives at the time of the report?
19. Has the volunteer changed his/her learning plan?
20. If the answer is positive, please describe what has been changed and what the changes have determined.
21. What strategy have you developed to stimulate the volunteer to define his/her learning plan?
22. How has the volunteer reacted to your actions?
23. What mentoring objectives have you chosen for the volunteer during this period?
24. What is the degree of achievement of the proposed objectives? (1 very poor, 5 excellent).

1       2       3       4       5

25. Please explain the option.
26. Personal conclusions about the chosen methods and / or the process.
27. Please offer your suggestions to use your methods to the mentor group.
28. What methods have you used?
29. What results have you achieved?
30. How integrated is the volunteer in the EVS group? (1 perfectly integrated, 5 very little integrated)

1       2       3       4       5

31. Please, explain.

32. How adapted is the volunteer to the life in the hosting city/village (1 perfectly adapted, 5 very poorly adapted)

1       2       3       4       5

33. Please, explain.
34. Has the volunteer encountered difficult situations during this period?
35. What kind of difficult situations is the volunteer facing?
36. Please, explain.
37. How have you managed the situations?
38. Here you can write anything you think can improve the organization's collaboration with the mentors' team.



**Study cases**

# The design of the cases

We created study cases during the **ME+NTOR's Training Course** learning process, with the purpose of giving a learning opportunity to the mentors with different level of preparation, from the very beginner to very experiment mentors, to explore different solutions and actions in different cases.

The design of this session was the most appreciated by the participants, because they considered that the debate in small groups finding **mentoring strategies** brought them to have serious outcomes in the intercultural youth work field. For this reason we consider it can be very useful to share in this **Compendium** the cases and the solutions as resource for organizations interested to apply this kind of tool to increase their own mentors competencies for their intercultural volunteers.

So, every study case has two stages:

**1°** starting from the volunteer's profile, how can be created a mentoring support

**2°** starting from specific situations that the volunteer can create in the project's implementation process, how can the mentor act and create the design of his/her professional intervention

We decided to give you also our **participants' solutions** to understand the process, but you can extract just the case with the two phases to apply with your mentors' groups in your future training process.

We expect your feedback or ideas to can improve our idea.

*It is important to mention that the cases are collected from the participants' organizations in ME+NTOR real projects, only the names of the volunteers are invented to protect them.*

**send us your feedback to** [actor\\_romania@yahoo.com](mailto:actor_romania@yahoo.com)

• **Case nr. 01 – 1° Stage**

## Rafael Aldovar

**EVS duration:**

12 months

**Project details:**

creating different kind of addiction prevention campaigns

**Target groups:**

kids and teenagers

**Hosting country:**

Romania

**Age:** 23    **Gender:** M    **Country:** Spain

**Education:** Superior, University

**Special needs:** Despite a very good education, speaking French, English and German to a very good level, the volunteer is not able to assume any kind of responsibility, but he is a "party animal" Every night he goes to party and in the daytime is always sleepy.

• **Case nr. 01 – 2° Stage**

**Moment of the stage:**

2° month

**Period of the year:**

February

**Conflict situation:** The volunteer has not a real interest about the project's activities, but declarative he can appear the most motivated one. After the training period inside of the Project and after his On Arrival Training, he started to miss more than 80% of the agenda of his activities; he used to sleep the weekly evaluation meeting, with his head to the table. As alternative he was on the phone in contact with other people when the volunteers' group of his Project had struggled to solve some important issues regarding the stage. The conflict began when the coordinator open a discussion about the need of the commitment that the volunteer accepted signing the contract of the volunteering stage. At that moment the volunteer become verbal aggressive accusing the organization for a bad management of the project, for his difficulties to survive having a bad flat, which was never "*cleaned by the organization*". The perspective of the volunteer in his complaint has very strong arguments and the speech could be very credible for the persons not direct involved in the process. The other volunteers even they were very

disturbed by his behaviour, they prefer just to keep the official silence and not to make a declaration about the nasty situation.

**Mentoring plan:**

**Group A** → Clarifying the basics of EVS and the role of each one (HO, SO, Vol) with him but also with the other volunteers so he doesn't feel attacked

**Group A** → Encourage him to ask the HO to do activities in link with his strengths (multilinguistic) like translation of some documentation related to his project

**Group A** → Trying to understand what is stressing him in the project so he is escaping the activities.

**Group A** → Talk about feelings through interactive methods (tell me about your feeling through drawing, dixit, making sculpture with dough that represents the feeling of the moment, blob trees, SWOT analysis)

**Group A** → Trying tools about non aggressive communication

**Group B** → Propose to go party with him and invite the other volunteers. This might help us understand his behaviour and maybe why he is partying that much

**Group B** → Set regular meeting with him like twice a month and more if needed

• **Case nr. 02 – 1° Stage**

## Pedro Antonio Joao Oliveira

**EVS duration:**

12 months

**Project details:**

creating different kind of addiction prevention campaigns

**Age:** 23    **Gender:** M    **Country:** Portugal

**Education:** Professional (chef) and military

**Special needs:** The volunteer pretended a big interest for the addiction topic of the project, because he believes that he must work for the addiction prevention activities. His motivation is that he saw many of his friends in his neighbourhood dying because of the drug abuse.

**Target groups:**  
kids and teenagers

**Hosting country:**  
Romania

He had a complicated family situation: the mother was bipolar and the father had violent behaviour. They were divorced. Pedro had a younger stepbrother in his care before the project. He often mention that his military experience as one very violent and stressfully, showing some traces of this experience to his body.

**Mentoring plan:**

**Group A** → Recognizing his aim and check if his expectations are not too high

**Group A** → Keeping in mind what his past and background contains

**Group B** → Set up the meetings, regularly, to discuss the objectives and motivations and expatriation

**Group B** → Understand the motivation and taking part in a project abroad

• **Case nr. 02 – 2° Stage**

**Moment of the stage:**  
2° month

**Period of the year:**  
February

**Conflict situation:** The volunteer has not a real interest about the project's activities, but declarative he can appear the most motivated one. He accepted his meeting with the mentor and he use to invent emotional stories about him and his family. He started to skip the preparatory tasks. He never prepared the normal homework that could make him able to be active in the addiction prevention centre or in the educational institutions. The volunteer become obsessed to work with drug addicted patients in the centre and when he was refused because of lack of preparation he refused to go to any kind of activity. Instead of work he start using the organization's phone to contact sex hotline. Trying to integrate him, the coordinators created a special activity agenda for him offering personal support to can realise the minimum, without success. The other volunteers from the group rejected him because he use to lie and to have an aggressive way to be involved in the weekly evaluation debates, especially when it was about drugs issues.

**Mentoring plan:**

**Group A** → Because of no stable background he is not able to find himself in the structure

**Group A** → Try to understand why he protects his opinion on an aggressive way

**Group A** → Try to understand why he is lying

**Group A** → Pay attention on his manipulating actions and try not to get into it

**Group A** → Check information about volunteer with coordinating organisation to check he is lying

**Group B** → See psychologist

**Group B** → Using techniques to see he is lying

**Group B** → Exercises to draw his feelings, instead of talking and to see his mood swings

• **Case nr. 3 – 1° Stage**

**EVS duration:**  
12 months

**Project details:**  
art in education

**Target groups:**  
kids and teenagers

**Hosting country:**  
Romania

## Marie Danton

**Age:** 21    **Gender:** F    **Country:** France

**Education:** Vocational, music and art

**Special needs:** Her family is estranged; his mother and father are living in separated cities. She is sensitive and easy to take personally issues connected with her values. The volunteer is a talented musician. She can play guitar. But she cannot assume the project's responsibilities; she cannot respect deadlines for her duties. She cannot accept that her coordinators are not satisfied with her lack of seriousness regarding the tasks. She prepared to attack them hunting or inventing mistakes and errors just to avoid speaking about her responsibilities. She discovered that she will need a surgery to her knee in the project's time and she asked a medical break for medical researches.

• **Case nr. 03 – 2° Stage**

**Moment of the stage:**  
3° month

**Conflict situation:** The volunteer fall in love with a young local man. In the time that she skipped all

**Period of the year:**  
December

the activities on the FB she appeared with his boyfriend travelling all around the hosting country. The coordinators started to realise that the medical problem is just a pretext and in fact the volunteer is in fact able to manage to go using the bus or metro, but she did not wish to assume her responsibilities as volunteer in the project.

**Mentoring plan:**

**Group A** → Try to find out if she has concrete goals

**Group A** → Try to find out if there are other situations that she cannot assume (facts, deadlines, etc.)

**Group A** → Make her clear what her priorities and responsibilities are (Having fun or doing an EVS?)

**Group A** → Using tools to ask her to write down a list of priorities

**Group A** → Visualising the situation to clearly show her intentions about past, present and future (make a timeline)

• **Case nr. 04 – 1° Stage**

## Smilyan Acouna

**EVS duration:**  
12 months

**Age:** 25    **Gender:** M    **Country:** France

**Project details:**  
art in education

**Education:** High school

**Target groups:**  
kids and teenagers

**Special needs:** The volunteer has an immigration background, coming from a very poor region (an island). He is very charismatic and talented, having a lot of emotional and financial support from his family. He is very proud of his body building performance and he spends a lot of time to have nice muscles. But he treats the responsibilities in a very superficial way. For any conflict he tried to be calm and smiling.

**Hosting country:**  
Romania

**Mentoring plan:**

**Group A** → Explaining the mission of the project- for what are we doing this project

**Group A** → What are the organisation's expectations from him?

**Group A** → What does it mean to be a volunteer?

**Group A** → Pizza plan about his daily activities and routine.

**Group A** → Identifying the tasks and responsibilities

**Group A** → Balance planning about the activities

**Group A** → A few weeks later a new pizza plan

**Group A** → Sport surprise for the volunteer if he succeeds

**Group A** → Artistic acrobatic yoga lessons with kids.. organising sport events could rise his sense of responsibility

**Group B** → Talking about the project (activities, fears and expectations, motivation, more information about the situation)

**Group B** → Discover responsibility he thinks he has

**Group B** → Thought about study cases and brain storming with him

**Group C** → Recognize his aims for the EVS project

**Group C** → Presenting the aims of the project

**Group C** → Compare his aims with the ones of the project itself and making some conclusions

**Group C** → Trying to understand his interest and the meaning for him of his interest in bodybuilding

**Group C** → Combine his personal interests with the project activities

**Group D** → Setting a meeting to get introduced

**Group D** → Defining goals and objectives of his volunteering

**Group D** → Understand his talents and how it can be expressed in the frame of the project

**Group D** → Trying to combine his talents to the project recommendations: art through sports

**Group D** → Set regular mentoring meeting: twice a month in the beginning and then once a month

**Group D** → With the hosting organization: get the information about the project before the arrival of the volunteer and then checking regularly during the period of volunteering

**Group D** → Give him tools to learn how to express his emotions

**Group D** → Checking if his special and

administrative needs are fulfilled by the hosting organisation

**Group D** → If he feels like doing it, encourage him to propose activities from his culture of origins

**Group D** → Help him to set a budget, if needed

#### • Case nr. 04 – 2° Stage

**Moment of the stage:**  
6° month

**Period of the year:**  
April

**Conflict situation:** The volunteer had some alcoholic excesses with another volunteer from his group, but he apologizes to the coordinators and the problem was solved. But he cannot wake up in the morning and he used to be in late everyday one or two hours to his activities. He had already 10 missing activities and the coordinators are prepared to act in the idea to stop his stage because of it.

#### **Mentoring plan:**

**Group A** → Normal talking in the beginning: How are you? How is the project going? How are you feeling?

**Group A** → With a friendly behaviour. Depending of the reaction: go deeper with a bit of time

**Group A** → Listen actively: do not judge; try to see connection about what he is feeling with his behaviour; use tool to express feelings

**Group A** → Make him aware about the situation:  
*"in the rules it's said that if you miss 10 activities you can be out of the project"*

**Group A** → Set up objectives and a meeting soon

**Group B** → Asking *"does the volunteer really want to be in the project?"*

**Group B** → Explaining that the alcohol is going to ruin his hard work that he has done with his body, is the volunteer lacking of motivation to get up in the morning and not taking the tasks seriously, being late all the time is affecting other volunteers he is working with, and if he's an important part of the activity the others cannot start without him, it's about respecting others

**Group B** → If you start later in the morning you will also finish later in the evening so you will have less free time for yourself, also the schools can't change the schedule they have

**Group B** → Suggest a meeting together with the volunteer, coordinator and mentor to talk about him going home

**Group C** → To figure out why he is late, (maybe he still drinks sincerely; maybe it's just cultural difference)

**Group C** → Speaking about cultural adaptation, how deep he enter the culture

**Group C** → Try to recognize the motivation to continue the project, what he can do; if so what kind of support he needs

**Group C** → Try to see if the weather changes (long sunny days influenced for him - he goes sleep late, so he has problem with waking up)

**Group C** → Try to see his reflection about speaking with coordinator (he was skipping many times activity, so surly they were speaking about consequences, also to get the view of the coordination - how they see the situation?)

**Group C** → Try to speak with mentor of other volunteer with whom our volunteer drinks, maybe they influence each other

**Group D** → Try to understand the reasons behind the excessive drinking (personal choice, influences by other volunteers, etc.)

**Group D** → Reminder of the responsibilities that he signed for in the A.A.

**Group D** → Reminder of the importance of being on time for the activities because he is not the only one concerned, children and partners are involved too

**Group D** → Make a list with him about pros and cons of his volunteering and encourage him to discuss with the hosting organization about changing the cons

**Group D** → Shaking him in a gentle way

• **Case nr. 05 – 1° Stage**

# Aivo Peet

**EVS duration:**  
12 months

**Project details:**

social and clinical animation in schools and hospitals; creating fundraising actions for the disadvantaged groups in the schools and hospitals

**Target groups:**

children and youth

**Hosting country:**

Romania

**Age:** 21    **Gender:** M    **Country:** Estonia

**Education:** Secondary school, social orientation

**Special needs:** The volunteer comes to the project believing that it's a challenge worth living with a dedication to socialize and belief that he has the ability to learn and adapt very fast. He is very fluent in English and has a humour that is not understood by everybody. He is the only northerner volunteer out of all projects running in the organization, so he is living and working with people coming from Italy, France and Spain. He is very passionate about drawing. During his life, the volunteer tried to commit suicide 3 times; he is not in good relations with the parents: mother, father and step-father; he gave up his job as a waiter (which he found very interesting because he could socialize) in order to be in the project; the volunteer gets not motivated very fast, after participating to the first activities.

**Mentoring plan:**

**Group A → 1° meeting:** Have a meeting with him as a mentor, and try to write his expectations of the project down, his fears, why he came here, what he expect for the whole project, what is his motivation

**Group A →** Suggest him to draw how he dreams his week/month (depend on the type the evaluation). Also Tell him to draw how his week/month was and compare them. And act according to the results

**Group A → 2° meeting:** Flower method-how much satisfied he is of all parts of the project. In order to raise his awareness about the project, he can create, lead and organize a drawing contest

• **Case nr. 05 – 2° Stage**

**Moment of the stage:**  
2° week

**Period of the year:**  
October

**Conflict situation:** The volunteer is disturbed about the context of the hospitals and shocked about the medical conditions of the children. He was under the impression that he can choose between doing activities in schools or hospitals, even if from the beginning (from the selections interviews) he was informed that he will go to both. He doesn't like the fact that children are too noisy (hospitals and kindergartens) and that they want to play with him. Also, the volunteer says he is no longer motivated to be in the project because of the fact that the other volunteers don't speak English well and that his flatmates (Spanish and Italian people) speak mostly in their native language so he feels excluded. The others feel attacked by his way of speaking to them and by the jokes he makes with them. His roommate is moving into the living room because he doesn't want to stay with him anymore. The volunteer prefers staying alone in his room without interacting. For him, the fact that the others don't speak English as well as he does is an offense. He is not actively involved in the trainings: stays on his phone and when confronted he says he already knows this stuff. He is not willing to participate in activities with others. He doesn't pay attention to coordinators/ volunteers when they are speaking to him. In a drawing teamwork exercise he doesn't want to draw anything and says real artists draw when they are inspired to. For all these reasons, he wants to leave home and not attend On Arrival Training. For every solution/compromise given his response is that he still wants to go home.

**Mentoring plan:**

**Group A →** Suggest him to have a talk with them and tell them what he feels excluded (caca/good messages)

**Group A →** About the problems with the children, to ask for help from his co-workers as he was informed

**Group A →** Ask to himself why he doesn't want to cooperate with the others

• **Case nr. 06 – 1° Stage**

# Pamela Careddu

**EVS duration:**  
12 months

**Project details:**  
promoting art for education

**Target groups:**  
kids and youngsters

**Hosting country:**  
Romania

**Age:** 29    **Gender:** F    **Country:** Italy

**Education:** High school, professional education

**Special needs:** She doesn't have a really high education and any intercultural experience. She has been long time unemployed. She comes from an island and she doesn't speak, neither understands English. She lives in a very religious family, with parents who oppressed her. She has older brothers and sisters and all of them have a family and a job. She is a fragile person with issues in socializing. She doesn't have technological competences, neither a Smartphone. She has artistic skills.

**Mentoring plan:**

**Group C →** Make sure that we can understand it, if we are not looking for a translator

**Group C →** Talk to her about the culture of Romania and about what help we offer in learning English

**Group C →** Use some dynamics related with drawing where she can express herself drawing, take advantage about her artistic skill.

**Group C →** Go out with her and visit some Romanian museums, because it will be interesting for her

**Group C →** Try to teach her some basics in technology because she could need in order to full fill her weekly report

• **Case nr. 06 – 2° Stage**

**Moment of the stage:**  
1° month

**Period of the year:**  
August

**Conflict situation:** The volunteer needs a lot of support and is emotionally unbalanced. She is a sensitive girl who easily feels hurt by people who are surrounding her and reacts by crying for any small problem. Since the beginning of her stage she doesn't tolerate her flatmates

because she doesn't like alcohol, coffee, strong smells and music and she feels not understood by anyone. She doesn't spend so much time with the other volunteers because she doesn't like spending time in a bar, neither partying, or eating with the others. The volunteer has low self-esteem and an attitude of negativism and insistent self-pity. The initial situation of the volunteer is getting worse day-by-day.

All the initial situations in her relationship with her flatmates are increasing. She has daily discussions with her flatmates and every time she sends long messages to the President of the organization and her coordinator after every discussion that happens by Messenger and telephone, after that she also calls at least three times per day for long calls in which she repeats non-stop the same things by using the same words, she cries and every call lasts no less than one hour. After two weeks since the beginning of her stage, she has already finished all her money of the month (the first part of them) and she has started to buy food by using her own personal money. Just in that moment she has declared that she has two rare illnesses, not declared in the healthy certificate. She has also assured me that they are not contagious and it's not a risk for her staying in Romania, because she doesn't need any kind of medicine, she just need some fish and vegetables and a proper diet. For this reason she has bought special pans and pots just for her personal use, without informing her flatmates. One of her flatmates one day has used one of her pans and when she has realized it, she got angry. The day after some of the other volunteers decide to meet in the flat where "Pamela" is living to have dinner together, drink a beer and listening to music from a telephone without boxes in the living room with the door closed. She is also invited to spend time with the rest of them in the living room, but she refuses because she is tired. The day after she calls the coordinator saying that there has been a party in her flat, not only she has not been invited, she even couldn't manage to sleep because of the noise. After that she also has had another discussion



with one of the smoker flatmates because she cannot stand the smell of the cigarettes, which is entering in the flat from the balcony of the room of the smoker. Because of these many motivations, the volunteer has decided to stop her project.

#### **Mentoring plan:**

**Group C** → Talk with other mentors what other volunteers think about her

**Group C** → Do a dynamic for increase her esteem [Psychological support]

**Group C** → Show her some activities related with arts that she can do in her free time. Introduce her people with her same likes

**Group C** → Give her positive feedbacks [in her job]

**Group C** → Financial schedule

**Group C** → We can go with her to the doctor if her illness is not dangerous for herself and the others

**Group C** → Make some rules in the flat to respect each one [she has to propose to her flatmates]

#### • **Case nr. 07 – 1° Stage**

## Vardanush Mhyalev

**EVS duration:**  
10 months

**Project details:**  
working with disadvantaged children

**Target groups:**  
disadvantaged children

**Hosting country:**  
Spain

**Age:** 25    **Gender:** F    **Country:** Armenia

**Education:** Bachelor degree

**Special needs:** For the volunteer is the first experience abroad. The first time she is living far from the family. The first time she shares an apartment. She has really strong bond to her mother, talking to her every day for hours. Since it is her first time living far from family, she does not know for example how to clean, how to use gas, washing machine etc. At work she is late almost every day. When facing a conflict, she strongly affirms her culture and habits. She does not get along with her roommates.

#### **Mentoring plan:**

**Group A** → Get to know each other

**Group A** → Listen to her perspective [culture,

social status, motivation]

**Group A** → Encourage her to find ways to become independent [related with first point]

**Group A** → Thermometer, exercise about responsibilities in private life [cooking, laundry, cleaning]. The volunteer has to put from 0 to 10 his capacities on every topic. After, It has to relate that to his responsibilities or the others.

**Group A** → Give her 5-8 easy dishes to prepare dishes to help her about food survive.

**Group B** → Flower method [getting to know how is the real relation with other volunteers]

**Group B** → The House method [drawn a House with different rooms and you place every person with the rooms where you think this person belongs]

**Group B** → Team building between mentors and flatmates. [Getting for a drink, common simple activities, bowling, see football game..]

**Group C** → Getting to know the other culture comparing with his and trying to see common things in both.

**Group C** → Presenting local community.

#### • **Case nr. 08 – 1° Stage** *(from a sending point of view)*

**EVS duration:**  
7 months

**Project details:**  
local community service

**Target groups:**  
all public

**Hosting country:**  
United Kingdom

## Lucie Francois & Patrick Martin

**Age:** 25&21    **Gender:** F&M    **Country:** France

**Education:** High school

**Context:** In this project, there were 4 French volunteers, 2 young ladies and 2 young men, coming from the same sending organization. They were sharing the same house; each one has his own room and sharing the common spaces like kitchen and living room.

Lucie is a shy person, very calm and need to be supported by others to be confident that what she is doing is well done. She was relying a lot on the other French young lady with her in the project and always doing activities by pair.

Patrick is very young man in terms of maturity. He is self-confident and very extravert. He doesn't need to be accompanied by anyone to do his tasks and seems very self-oriented.

#### **Mentoring plan:**

[Lucie]

**Group A** → Focus on make her more independent

**Group A** → Make her aware we believe in she

**Group A** → Go in her hobbies / in what she is good

**Group A** → Engage her to prepare a little activity by herself

**Group A** → Support her during activity creation

**Group A** → Trying to show her that she can do a lot of things by herself creating an activity

**Group B** → Weekly self-evaluation tool for her to see if she has improved and feels more confident and independent doing the tasks [what the volunteer did, what she learned, how she thinks she did it, how can she improve]

[Patrick]

**Group A** → Show him the importance of teamwork

**Group A** → Ask him to know if he knows his goals

**Group A** → Try to improve teamwork skills

**Group B** → Self-evaluation about his learning process to become more mature

[Both]

**Group B** → Checking tool [the flower, to see if everything is alright]

**Group B** → Explaining the EVS "phases"

**Group B** → Settings objectives and expectations

**Group B** → Gift messages [maybe once a month]

#### • **Case nr. 08 – 2° Stage**

**Moment of the stage:**  
4° month

**Period of the year:**  
June

**Conflict situation:** Lucie sends an email to the sending organization that she needs to talk with them urgently about one problem she is facing. When she got her Skype appointment, she explained that it is very complicated for her to manage the relationship with Patrick and they are yelling at each other and he is treating her

bad by insulting her in front of the others. She feels like he is judging her because she is a woman, and he is talking about her shapes in bad way. She doesn't like when Patrick leave the stuff in the sink not washed, when he doesn't turn off the light, when he leaves the mess after him in the living room. The sending mentor proposed to have a Skype with Patrick to understand better the situation. Patrick seemed very surprised about the fact that Lucie feels annoyed and humiliated by his behaviour and that he also feels that she is treating him with superiority but he doesn't care. He is enjoying his volunteering and this is enough for him.

#### **Mentoring plan:**

**Group A** → Meeting with Lucie to discuss the problem

**Group A** → Meeting with Patrik to discuss the problem

**Group A** → Meeting with both of them to find a common agreement

**Group A** → Ask "What could be the reason that the other person is acting like that?"

**Group A** → Ask the other two volunteers if they have seen/heard something and can tell their opinion to be sure that nobody is overreacting

**Group A** → Trying to create some rules for the house all the four volunteers declaring limits and discussing them together

[Lucy]

**Group B** → Focus on make her more independent

**Group B** → Make her aware we believe on her

**Group B** → Empower her hobbies and what she is good in

**Group B** → Engage her to prepare a little activity by herself and support her during activity creation

**Group B** → Trying to show her that she can do a lot of things by herself creating an activity [Patrick]

**Group B** → Show him the importance of teamwork

**Group B** → Ask him if he knows his goals

• **Case nr. 09 – 1° Stage**

## Mustafa Sukur

**EVS duration:**  
10 months

**Project details:**

animation with kids and young people

**Target groups:**

children and youth

**Hosting country:**

Poland

**Age:** 28    **Gender:** M    **Country:** Turkey

**Education:** High education

**Special needs:** Very confident boy because of large professional experience. From the beginning looking for a job in a host country. Very charismatic, still smiling. He has high expectations when it comes to the standard of living. Comes from a country in which there are completely different rules of life when it comes to male-female relations than in hosting country. Very caring about his appearance. Very sociable and still looking for women's company.

**Mentoring plan:**

**Group A →** Talk about relationships, religions and talk about the difference between the two countries

**Group A →** Finding out his own expectations and motivations

**Group A →** Talk about the role of women and men in Poland

**Group B →** Methods to do role playing, surviving game with playing roles, to see side of the women (1st week)

**Group B →** Explains women roles in the 1st week in the society

**Group B →** Games with team building with the other volunteers

• **Case nr. 09 – 2° Stage**

**Moment of the stage:**  
4° month

**Period of the year:**  
June

**Conflict situation:** There were very big problems on the apartment. He didn't think his role was to clean up the space. He began to invite other people home and making a lot of parties. After talking to the coordinator, it got a little better but then he started job. Later he started to have problems with the police because of some

fighting and drugs; due to these facts he coordinator decided that the best solution was to send him home.

**Mentoring plan:**

**Group A →** Talk about the contract, make him choose about the volunteer and the job

**Group A →** Talk about the consequences about him having a job and the problems with the police

**Group A →** Explain to him that everyone in the house has to clean

**Group A →** Talk about his problems with the police, and try to understand if he would do the same in his country just to chance perspective, try to make him feel responsible for his acts

**Group A →** Explain that the options that he has are staying, do the volunteering and not work or go home

**Group A →** Go deep about the project; ask if he wants to add something to the project, does he wants to have a personal project

**Group B →** Do a timeline about the project, the evolution

**Group B →** Make a timeline since the beginning of his life and future

**Group B →** Try to understand how serious is his problem with drugs

• **Case nr. 10 – 1° Stage**

*(from a sending point of view)*

**EVS duration:**  
12 months

**Project details:**

education with children with social needs

**Target groups:**

children hosted in special house

## Katerina Yancheva

**Age:** 27    **Gender:** F    **Country:** Serbia

**Education:** Master Diploma

**Special needs:** Katerina was a very sociable person. She had many ideas that she wanted to implement with the children since her arrival in the project. She seemed very motivated to present her country doing always a comparison between Serbia with Kosovo and without Kosovo. She was very involved in the activities of the hosting organization but always with the feeling

**Hosting country:**  
France

that she is not doing the things that we asked from her perfectly. Even if she was happy with the project, she used to have always a comment about the way of doing of the educators in the house where she was doing her mission.

**Mentoring plan:**

**Group B** → Try to make her understand that she is doing a good job and the educators are experienced and they know what they're doing

**Group C** → Try to understand how she feels in order to make her stronger and support her how to accept her own country identity

**Group C** → Try to put the expectations and her work a bit lower

**Group C** → Try to know if she feels good with her own input for the project and why it is not perfect to them

**Group C** → Try to understand what confuses the staff's opinion

• **Case nr. 10 – 2° Stage**

**Moment of the stage:**  
7° month

**Period of the year:**  
March

**Conflict situation:** Katerina started thinking about implementing her personal project. She went to the director of the hosting organization to present her idea. She wanted to make a training course with the teenagers of the special house about sexual aggression and how to express that in an artistic way. The director was very confused about this idea because it might activate some traumas to some teenagers and Katerina was not able to handle it if it happens since she is not an expert in the psychological field. She tried to explain to her the context and the limits that this project could have but Katerina took it very personally and accused the director of being anti-feminist and racist against people coming from Eastern countries.

**Mentoring plan:**

**Group B** → Try to make her understand that the professor can have a point

**Group B** → Make a risk management plan

**Group B** → Find out the reason she wants to be in this project

**Group C** → Encourage her to analyse the pro and cons of her own project (to director and hosting organization)

**Group C** → Ask "Does the project exist from her own personal needs or does it from the organisation needs?"

• **Case nr. 11 – 1° Stage**

**EVS duration:**  
10 months

**Project details:**  
animating free time of kids and youth with fewer opportunities

**Target groups:**  
kids and teenagers

**Hosting country:**  
Poland

## Ilia Genal

**Age:** 30    **Gender:** F    **Country:** Hungary

**Education:** High education

**Special needs:** Ilia has spoken fluently Polish, was a little bit shy. Her parents were divorced recently [she didn't tell about that on her EVS interview, neither later after arrival], she felt she needed to escape from her life in Hungary. Despite of problems in her family, she was tired of working for corporation – she wanted to make change in her life. She has chosen the project with kids in Poland as her grandma was Polish – she wanted to go back to her roots, but also have possibility to do something good, connected with education. She wanted to make reorientation to be a teacher in a future. She was considering moving to Poland after EVS. She was very independent, a little bit outsider /prefers stay alone/, fell in love with musician Hungarian folklore. Well organized, needed clear rules, all the time supervising, and evaluation.

**Mentoring plan:**

**Group A** → Set up a meeting, ask about the objectives, the motivations and expectations and ask about her roots

**Group A** → Remind the objectives of the project

**Group A** → Talk about moving to Poland after EVS

**Group B** → Meeting to know each other

**Group B** → If the mentor is younger than her, asking about her expectation on mentor

## • Case nr. 11 – 2° Stage

**Moment of the stage:**  
3° month

**Period of the year:**  
November

**Group B** → Give more importance to the learning project because she seems mature and that she really knows what she really want to learn

**Conflict situation:** After second month of her EVS, even though before she seemed to be happy – she stop to speak with people, during daily room with kids she was putting the music on, and don't take care of the kids around, and teacher. She didn't respect the coordinator as she was younger, and activity she agreed for. Her mentor resigned of being mentor after second month, as mentor didn't feel respected. Coordinator has chosen the other one. Iilia wasn't happy. All the time complaint did not have friends, fight with other EVS volunteer who felt not safe at home [was afraid of being poisoned, as she felt that Iilia has psychological problems]. Iilia didn't care about the project, all the time saying that we cannot push her to work it is her right to stay anyway. She was emailing National Agency, that the quality of EVS in Leszno is very poor, and her hosting organisation did not respect older volunteers. She did not have friends in Leszno, apart of that she did not appear one week for any activity without informing.

### **Mentoring plan:**

**Group A** → Encourage her to talk to her hosting organization about changing her missions

**Group A** → Talk to the other mentor to have feedback about the volunteer

**Group A** → Find a mentor who is older than her

**Group A** → Encourage her to make a presentation about the Hungary music that she loves

**Group A** → Find out methods to get her interest about the project

**Group A** → Propose her to join some group about traditional polish music

**Group A** → Encourage to teach music from her country to the kids

**Group B** → Long walk: "What do you want to do? What are your plans?"

## • Case nr. 12 – 1° Stage

**EVS duration:**  
9 months

**Project details:**  
working for kids centre

**Target groups:**  
children and youth

**Hosting country:**  
Italy

# Magda Nowacka

**Age:** 19    **Gender:** F    **Country:** Poland

**Education:** High school

**Special needs:** Very cheerful, sensitive. Meantime very talented - that is why she wanted to go for EVS to decide the future study. She loves kids and languages so that opportunity was for her perfect. The volunteer came from small town 12.000, raised by only father with whom she was strongly connected, who told her about EVS /he attended language cafe made by EVS volunteers. Her sister was living in UK. Magda from childhood loves Italy, she new already basic Italian, she also take into consideration moving to Italy for studies. She didn't feel confident with English, so before going for EVS she decided to support sending NGO with kids project to get new methods with kids, be prepare for English speaking.

### **Mentoring plan:**

**Group B** → Suggests practicing English with her sister and other volunteers

**Group C** → Expectations and fears

**Group C** → Goals and reason of her application

**Group C** → Expectations from the mentor

**Group C** → Writing down a Learning plan

**Group C** → Hangout = get to know the city

## • Case nr. 12 – 2° Stage

**Moment of the stage:**  
3° month

**Period of the year:**  
December

**Conflict situation:** Volunteer realised around December that her project from new year will not be the same anymore. As organisation didn't get any information about local funding for the keeping the centre, so somehow it was not good atmosphere within the staff of the centre, which influence kids, who stop coming so often to the centre. She got informed also from other volunteer who is making second EVS there, that coordinator

is not the same as previous is on maternity leave; so new one is still adopting the new experience. Magda didn't like much that hosting organisation didn't integrate them with local community; she felt that many opportunities in big city she lives are run away.

From January kids didn't come to the centre, she was coming for nothing to her centre. The hardest moment for her was when new volunteers arrive to the same flat, for similar project and she didn't know before about new people there. She collapsed. She wanted back home.

#### **Mentoring plan:**

**Group B** → Suggest to write a letter to herself, as she would have already finished the project [achievements, problems, self management]

**Group B** → Plan about objectives [what, how, when, help needed]

**Group B** → Encourage to make a personal project

**Group B** → Draw your EVS until now

**Group C** → Trying a better integration in the community

**Group C** → Finding new goals and methods

**Group C** → Create timeline of the project with the new goals so she can start a plan

#### • **Case nr. 13 – 1° Stage**

## **Glykeria Demetriou**

#### **EVS duration:**

10 months

#### **Project details:**

gardening and organising activities for elders

#### **Target groups:**

elderly

#### **Hosting country:**

Spain

**Age:** 23    **Gender:** F    **Country:** Greece

**Education:** Degree on Physical activity science

**Special needs:** The volunteer has a really strong character and crashes very often with other volunteers, coordinators and workers from hosting organisation. The atmosphere at the volunteers' flat is very tense.

She is happy about the activities, especially about the garden, but finds difficult to work with the elders and sometimes gets frustrated. She gets easily motivated at the first moment

about her own initiatives, but gives up easily when first problems appear.

#### **Mentoring plan:**

**Group C** → Trying to understand the purpose of her choice on this project

**Group C** → Ask "What provokes her so things in her character get activated in a negative way?"

**Group C** → Get to know her previous relationships with elderly people. How she is really feeling about it now

**Group C** → Evaluate her position in the project

**Group C** → Motivation, work on process and on how she can keep herself motivated

#### • **Case nr. 13 – 2° Stage**

#### **Moment of the stage:**

6° month

#### **Period of the year:**

April

**Conflict situation:** The volunteer has a very bad relationship with one of the other volunteers and they have many conflicts at work and at home. She says that she hates the other volunteer and treats her in very bad terms. She invades the privacy of the other volunteer, even reading her personal health documents.

She got used to the activities of the hosting organisation and now she enjoys it a lot, especially with the elders. On the other hand, she doesn't want to take any responsibility and even when she says that she will do something, at the last moment she changes her mind and decides not to do it, acting in a childish way that her mates consider to be annoying. Never finishes what she starts.

The volunteer demands a lot of support from the coordinators and mentors but is never willing to do anything that they would ask her to do.

In the mentorship meetings she says that she feels lonely and that she doesn't have energy to do anything after work.

#### **Mentoring plan:**

**Group B** → Go deeper in her loneliness issue [get to know what she has done to get out of this situation; how she feels about the new country

and people, how much in contact she is with people from her home country]

**Group B** → Figure out how she would like to be helped (by herself, by others)

**Group B** → Getting to know her daily routine and verify if it is related to her lack of energy

**Group B** → Understand if the problems she is experiencing are related to the context and verify if it was the same at her home country

**Group C** → Do exercises that can help the relationships trying to be less tense

**Group C** → Find tools to share their feelings and to share their opinions

**Group C** → Give them teambuilding activities and try to find things they might have in common

#### • Case nr. 14 – 1° Stage

## Yulia Holub

**EVS duration:**  
10 months

**Project details:**  
gardening and organising activities for elders

**Target groups:**  
elderly

**Hosting country:**  
Spain

**Age:** 22    **Gender:** F    **Country:** Ukraine

**Education:** Degree on Cybernetic economics

**Special needs:** The volunteer is shy and prefers not to hang out with the other volunteers because they have different interests and she is not on the right mood at the moment. The atmosphere at the volunteers' flat is tense. She is very motivated to learn Spanish and is attending many courses in addition to the one provided by the hosting organisation in order to learn it faster. She accomplishes very well every activity suggested by the hosting organisation, but she feels that she is not learning anything useful. In the mentorship meetings she is not able to identify clear objectives.

#### **Mentoring plan:**

**Group A** → Find things she likes that can complete her CV

**Group A** → Look for new things in order to create activities/projects by herself of the topic

**Group A** → Writing letters to herself

**Group A** → Provide vocational test to discover what she likes to do and find out objectives

#### • Case nr. 14 – 2° Stage

**Moment of the stage:**  
4° month

**Period of the year:**  
February

**Conflict situation:** The volunteer has a very bad relationship with one of the other volunteers and they have many conflicts at work and at home. She has lost the motivation about learning Spanish because she is still not able to understand the locals despite all those courses she engaged. At the volunteers' flat they only speak English. She got used to the activities of the hosting organisation and they are more and more successful, but she feels that she is wasting the time and not learning anything. In the mentorship meetings she complains about the city, since she has nothing to do, and about the schedule, because she doesn't have time to do anything.

#### **Mentoring plan:**

**Group A** → Speak with her slowly in Spanish during the meetings

**Group A** → Create a schedule that show her that she has free time and after that try to use vocational test to fill it

After working in groups, there was the discussion in plenary in which the participants shared the cases they got and the solutions they applied. It was interesting to observe how much participants evolved compared to the beginning and it was easily visible from the **mentoring plans** they wrote, which were more rich with **concrete solutions and specific methods** suitable for each situation. Participants felt good and in control of that exercise.

After all the inputs received during **ME+NTOR's Training Course**, they considered that analyzing each case and find the best mentoring strategy has been easier. Especially, because many of them were not in the group with the expert coordinators and they felt "free" to act as mentors.

# Job Shadows' Report



# Training Course's Report



The logo features a large white circle with a thick black outline. Inside this circle, on the left, is a smaller red circle with a thick black outline containing the text "ME+" in white. To the right of the red circle, the word "MENTOR" is written in a bold, black, sans-serif font. The background is white, and the large circle is surrounded by four smaller, partially visible circles in orange, blue, green, and yellow, all connected by a network of black lines.

**ME+**

**MENTOR**