A manual for working with a mentoring programme

Enhancing the possibilities of the future with a mentoring programme

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Enhancing the possibilities of the future with a mentoring programme

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Schools Partners:

ProCivitas Gymnasium Växjö (Sweden)

Profesionalna tehnicheska gimnazia N.Y. Vaptsarov (Bulgaria)

Privatna gimnazija i ekonomsko-informatička škola Futura
s pravom javnosti (Croatia)

Liceo Galileo Chini-Michelangelo (Italy)

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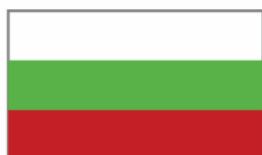
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1. BACKGROUND

During the management meeting of AcadeMedia's theoretical upper secondary schools on November 30, 2017, a strategic decision was made to point out the direction for internationalization and their grants would be sought within the framework of the exchange program Erasmus +. The idea is that these funds will help us strengthen both the educational work of the schools and the profile as modern and more international schools.

In January 2018, ProCivitas started the application process and the search for partners. We had a clear idea of what ideas and projects we wanted to share with partners in Europe. In June 2018 our application was granted and we were ready to start.

2. PROJECT OBJECTIVES

The objectives of the project "Enhancing the possibilities of the future with a mentoring programme" is for students to gain self confidence, thus enhancing their possibilities for a better future. The project's duration is between December 2018 and February 2021. During the project teachers, staff and students from 4 different countries (presented in chapter 3) will collaborate, visit, learn together and from each other.

This programme will give our students self-confidence through:

- **better knowledge on business and mentoring**

The students taking part in the project will get a better understanding of what an employer or co-worker expects from you in the future when you have a job. They will learn about the different business cultures and sectors in four different countries and be able to compare and reflect on their differences and similarities. During the project the students will also learn about mentoring. At the beginning of the project only one school, ProCivitas in Växjö, Sweden, has a mentoring programme, but the objective is that all schools will have started a mentoring programme at their schools when the project finishes. During the project the students will meet different mentors and learn about how a mentoring programme can be organised, what to expect from being part of a mentoring programme, what they can gain from being part of one but also the challenges that come with investing time and energy in a mentoring programme.

- ## a growth mindset for a more positive and strong belief in themselves

Before and after taking part in the project the students will do self evaluations about entrepreneurial skills, growth mindset and their belief in themselves, thus giving the students the opportunity to self reflect on the matter. Also, by being part of the project, taking on tasks, holding presentations, interviewing mentors or people from business sectors in other countries etc they will step out of their comfort zone and challenge themselves. Workshops about motivation, presentation skills, growth mindset among other topics will also be held. By experiencing this together with friends from their school as well as the new friends from the schools in the project, they get in the project and we hope that they will grow a more positive and strong belief in themselves.

- ## enhanced abilities to create networks - both locally and internationally - which will be useful for their further education and future jobs

This project will enhance the students abilities to create networks by organising four mobilities to the four schools. Before, during and after each mobility the students will be encouraged to make and keep in contact with the different participants. The project will use e.g Whatsapp, Facebook, eTwinning and other platforms for creating and maintaining friends and networks. During the project the students will also meet and talk to different representatives from the local school, business sectors and universities. Workshops will also be held with the objective to develop skills that are useful for networking and communication.

The objectives of this project are also to:

- ## train and teach the students about equality

To be aware of the different challenges a person can encounter depending on gender, age, financial situation, nationality or e.g education is something that is essential in life. This project aims to teach the students about equality and these challenges through the visits to the different countries. During the project all students will work together, and some students have special needs. That will help all students understand the different challenges a person can have.

- **create/compile a Mentoring manual**

During the project the teachers and students will write texts, film videos, hold presentations etc presenting the process that they are part of in the project "Enhancing the possibilities of the future with a mentoring programme". These experiences will be compiled in a mentoring manual which is the text you are reading now. In this manual you can learn about the participating schools, follow the process from the first mobility in Sweden to the final mobility that was held digitally (due to the corona pandemic) and learn how you can work when starting a mentoring programme at a school.

3. PARTICIPATING SCHOOLS

3.1 Presentation of the schools

3.1.1 Profesionalna tehnicheska gimnazia N.Y. Vaptsarov, Bulgaria

There are 375 students and 42 highly qualified specialists. There is an educative corpus with labs for general education and professional training and a manufacturing corpus with workshops and services in our school. When students finish school they get a diploma for Secondary Education and a certificate for 3rd professional qualification, technicians.

The specialties in our school are: System programming, Computer technics and technologies, Automotor mechatronics, Electronics, Automobile mechatronics and CNC machines. Our school also offers students a useful opportunity to visit business enterprises, laboratories where they not only watch the activities but also participate in the working process as well. These activities are a part of our vision in fostering students who are flexible, creative and knowledgeable regarding their future working life. The students have possibilities to participate in activities and competitions organized at school, regional and national level. Many of them participate in different clubs: "Young welder", "The best young technician in mechanical engineering", "The best young technician and driver", "Electronics", "Young constructor", "Youth company" and others. Some of our classes are dual education and they have practice in real working environment. We are in close cooperation with the local business and have a lot of common activities together.

3.1.2 Private Schools Futura, Croatia

Private school Futura is located in Zagreb, capital of Croatia. We have over 100 students and around 20 teachers. The school opened its doors to students 16 years ago. As a successful secondary school we have four-year programs which include general education gymnasium program that prepares our students for higher education, an IT program and an Economics program.

The thing that makes us unique is the fact that we are using an "Online classroom" where we can see all the materials we've missed if we were absent. These include digital class materials such as PowerPoint presentations, Word documents, summaries of classes, videos, interesting links for additional education and school news. We also have an individual approach to all students - we adapt to their interests and needs. Aside from teaching, we work on projects, organize visits to many interesting companies and local museums, have numerous lecturers from different fields of work, conduct workshops and create web quizzes.

Our school has a lot of classrooms filled with happy students and the school atmosphere is really nice. Everybody is willing to help you, if you need any assistance!

3.1.3 Liceo Galileo Chini-Michelangelo, Italy

Our school is named after a local artist in the 19 century,it first opened in the 80s and now we are about 1200 students and 100 teachers. It includes 2 buildings, one in Forte dei marmi and one in Lido di Camaiore, which we study in. Lessons here start at 8.00 a.m. and are divided into 6 daily periods, from monday to friday, with 2 short breaks.

Students in our school can choose between different programmes such as: languages, psychology, economic, social or scientific studies. We offer a 5 years programme, structured in 2 first years an other 3 in which we increase the number of subject and indepth the main ones. After these years, we are able to attend any kind of university we wish, as long as we study hard in order to pass the entrance exam and the four sessions which are compulsory for everyone.

In our area we have the opportunity to go to Pisa, Florence and Bologna to persue our education path. Nowadays plenty of schools are working on an international programme to welcome students from all over the world.

3.1.4 ProCivitas Gymnasium, Växjö, Sweden

ProCivitas in Växjös is a Swedish high school, which teenagers between the ages of 16-19 years old attend. In Sweden there are two types of high schools. You can either go to a school which gives you qualification for universities, or you choose an education which prepares you for an employment right after high school. Every programme that you can attend at ProCivitas in Växjö gives you qualification for higher education.

There are currently five ProCivitas schools in Sweden, including Växjö. ProCivitas have three keywords that are supposed to motivate the students to achieve their goals. These are Work Hard, Be Nice and Dream Big. Here students prepare for their futures and we always work towards the best prerequisites for forthcoming challenges. We are 400 students attending ProCivitas in Växjö and we can choose between three programmes: Natural Science, Economics and Social Science.

The students at ProCivitas are offered a lot of study visits, because we believe that it is important to learn outside of the school building. We also provide exciting lectures to educate and motivate the students. The teachers at ProCivitas are dedicated and passionate about their subjects, which often affects the students. ProCivitas goal is to be "The best high school in Sweden" - which requires hard work to achieve, every day.

3.2 Presentation of local business regions

3.2.1 Bulgaria

The local business in Vratsa is mainly made of the producers of metal cutting machines, electronic machines, textile or food industry. The software companies are getting more and more. The advantages of the business in the city are that we have the local government support of the business, improved infrastructure, terms of profitable farming and livestock, innovative, creative and successful industries. We also have workforce with the skills, adaptability and willingness of the people to develop. One of the major companies are: "Holcim", "Centromet", "Lesto Products" and "Rommtech". We have two industrial zones – 158ha and 181 ha. We also have one food area with the size of 152ha.

The companies partner with schools, help them out with whatever they can, so the students work later in their companies in exchange. They get free education about the products of the factory. Such companies are "Rommtech" and "Lesto Products". "Inventix" is a company which is working in the sphere of Software. "Vratitsa" is a big textile company that produces sleepwear, home and kitchen interior, bathrobes, medical sleepwear and bedding inventory. "Atamar" is a company for producing non-standart furniture with high quality. It has a base for sharpening blunt knives and other cutting products.

3.2.2 Croatia

Local business in Zagreb is mostly based on tourism and the food industry. Tourism is strong in Croatia holding almost one fifth of the country's GDP. Zagreb is especially attractive to tourists because of his long history and historical landmarks. Tkalcic street is one of the most popular destinations in Zagreb that has lots of bars and restaurants. There are also a lot of tourist buses for sightseeing. Tourists usually visit museums like the Technical museum Nikola Tesla, museum Mimara and the Archeological museum. The strongest potential of touristic growth in the city of Zagreb is its upper town (Gornji grad). In the upper town there are also a lot of historical landmarks and government buildings. One of the popular spots in Zagreb is the main cathedral. According to data from the tourist agency of the city of Zagreb, in 2018 there were over one million tourists, most of them coming from Asia.

For the food industry we have companies like Kras, Dukat, Meggle, Franck, Ledo, and Coca Cola. Kras is candy factory and it produces chocolate, candys, cookies and cocoa. Dukat and Megle produce milk, chocolate milk, yogurt and various milk products. Franck is a company that produces coffee while Ledo produces ice cream, cakes, freezed food

and vegetables. The most important production in this sector is production of milk, cheese, beer and coffee. Food industry has the biggest income in Croatians industry and hires the most people.

3.2.3 Italy

Our local business involves tourism, carnival, marble processing, local products and shipyards industries. Tourism is the main sector but it is mainly seasonal. It includes restaurants, hotels, private and well equipped beaches, towns of cultural interest, sports events and even the Carnival.

Sandy beaches are very crowded of tourists from all over the word because they are pleasant for their war climate and calm sea. The Carnival is an important winter tourist attraction but it is also an old tradition that consists in the building of huge floats of papier-mache.

Marble industry represents a huge source of income for Versilia. There are lots of workshops where artisans and artists use marble to produce any sort of products such as floor tiles, kitchen sinks, countertops and beautiful statues. It symbolizes the "made in Italy" in the world and is also the most important economic resource of our region.

The production of Extra Virgin Olive Oil is awarded with the special D.O.C. quality label and white wine from the surrounding hills of Lucca. Finally, the shipyard industries with the famous companies Benetti and Codecasa, build enormous modern superyachts with luxurious design and electronic instruments.

3.2.4 Sweden

In the local business region in Växjö, the IT sector is one of the largest. In Växjö there are companies like Visma and Fortnox. They work with to simplify, atomizing and to make other companies businesses more effective. They deliver software, outsourcing service, payment service and other services that will make the company more effective. They are atomizing and simplify the business in both the private and the public sector.

Another large sector in Växjö is the wood production. The company Södra is an international wood industrial concern. Their business concerns to refining the members of Södras wood. Easily said they makes it easier for owners of wood to sell it. Here in Växjö and Småland we have a lot of forest so therefore this company is useful in this area.

Växjö Commune is also an important sector for employment. A lot of people work here and it is own by the public. They work with welfare, including school, care of senior citizens, bu-ilding roads and medical centers. This is financed by the taxes which all the citizens pay from their salary. We pay taxes to get free health care, free education and good welfare.

4. WORKING IN A MENTORING PROGRAM

- history, experiences and definitions

4.1 History and experiences of working with a mentoring programme at ProCivitas, Växjö, Sweden

The mentoring programme at ProCivitas, Växjö, has been at work since the school started in 1999. For many years we evolved the program but experienced a decline a few years ago. The last three years the programme has expanded and evolved significantly.

The goal with the mentoring programme is to create an added value for adepts, mentors but also the entire school. The objective is also to introduce the student to the expectations and culture of Swedish business life and to gain experiences which are crucial for their future career. The mentee's personal and professional development will be boosted through participation in the programme and all participants - both mentors and mentees as well as teachers - will gain an expanded network. The mentee learns the importance of active networking but the mentors also express that they learn and develop personally as well as professionally through taking part of the mentoring programme network.

The mentoring programme is an annually based programme for our third year students which they can apply to at the end of their second year. The application is made in the form of a personal letter in which the student motivates why they should be part of the programme and what they expect from taking part of it. This application helps the student to reflect on their experiences, qualities and what goals they have in life. Also they express what they expect from having a mentor and their relationship.

During the mentoring programme year the school arranges four official events. Examples of events are networking breakfasts, lunches and guest lectures or workshops about topics that are interesting for all parties. The last year the Mentoring Programme has developed collaborations with Linnaeus University Växjö and a local recruitment firm. The focus has been on introducing and developing the students' skills and awareness about the job application process and employability.

Apart from the events organised by ProCivitas Gymnasium the mentor and mentee arrange several meetings on their own. They usually meet over lunch, a tennis match, a round of golf, a workplace visit or at school. They keep in touch through emails, Facebook or by phone. The mentor's role is to work as a sounding board and professional advisor to the student.

The business people who choose to be part of the programme all have different professional backgrounds. Within the programme this year we have local politicians, economists, lawyers, real estate professionals, doctors, entrepreneurs, police officers, school officials among many other represented business branches.

The mentoring programme is constantly developing and we hope to expand even further the upcoming year. We hope to accomplish this through active networking and marketing.

4.2 Interviews with mentors in the mentoring programme at ProCivitas, Växjö

4.2.1 Interview with Curt Persson

Today we had an interview with Curt Persson at the Myresjöhus Arena. The meeting was about an hour long and we had time to talk about lots of different topics and Mr. Persson and himself and talked about his career. He said, when talking about the mentoring programme, that he became a mentor first of all because he was asked to and then he said he finds the mentoring programme stimulating because he's in contact with young people which,in his opinion, should all look for a mentor.

He gave us some advice on how to approach the business world:

- **staying focused on studies because education is really important, furthermore students should aim to get a degree to prove their intellectual abilities.**

- **he told us to look for a good role model to improve our skills at work.**

- **passion has to be considered as a driving force, due to the fact that if you are passionate about what you are doing you are more likely to succeed.**

Throughout the whole meeting we really liked his positive thinking. His answers helped us believe in our dreams and hopes. In conclusion, we are definitely also going to look for a mentor.

4.2.2 Interview with Sara Bengtsson & Kristina Puke Bondesson, Södra

Södra is the name of the company we were assigned to as part of the student exchange in Sweden. It is one of the biggest companies (made up of 70.000 employees) in Smaland. It produces and processes wood without harming the environment.

Sara and Kristina were the two admirable women that we interviewed and who gave us useful tips to guide our future. We were given advice on how to prepare for a job interview, we should always keep in mind what attracts us in an ad, how we could contribute to a company and the reasons why we really want a particular job.

They strongly believe in working on two essential aspects when it comes to mentoring: **leadership and but also developing the "double mentorship" i.e what the mentor and the student can learn from each other.** On the one hand we should gain general information about the business world in order to understand our real passions and choose the job that suits us the most. While on the other, the mentor could also learn something from the student too. **The two mentors particularly stressed the idea that "we're not our job" and instead of putting so much pressure into the choice of the job, we should keep in mind that there will be hard jobs to start off with, but we should take the chance to consider other options when they arise.**

After this experience we feel empowered, determined and it helped us increase our self-esteem. Furthermore it created valuable inputs for a more positive mindset and to dream even bigger. Most of all we are grateful for the opportunity we are given because, as the teacher said metaphorically "this tree will bring money, not to me, not to my children but to my grandchildren".

4.2.3 Interview with Jenny Rudenblom from The Swedish public Employment Agency

The Swedish public Employment Agency is incharge of helping people with information about the labour market in Sweden; how to look for a job, how to apply for a job, about working, taxes and social security in Sweden. As part of working with the mentoring programme in Sweden all students were invited by Jenny Rudenblom, agent at the agency to listen to a presentation about what they do and how they can help people. We also had the opportunity to interview her about the business life in Sweden and her part as a mentor in the mentoring programme.

When she was asked about what she was actually working with she answered that it is to help people get a job. She explains to us that she does this in four different steps:

- First she tries to find out the financial status of the person

- Then she finds out what their skills are and what they could possibly work as

- If there are no obvious jobs that they can do, she can offer them different tests that show what their qualities are or what they need to develop. Then she can recommend them to pursue an education or help them with how they write a job application (personal letter and CV) In some cases the Swedish public Employment Agency also provide the person with a fitting course.

- The Swedish public Employment Agency can also pay a company for hiring the person in question.

We continued the interview with some questions about her working life and her involvement in the mentoring programme. We learned that she enjoys her job at the Swedish public Employment Agency and finds it meaningful to be able to help her clients. However this job

has not always been her dream job. When she educated herself she had many different ideas of what to work with in the future. First she wanted to be a translator but she realised that it was too lonely for her. Then she dreamed of becoming a psychologist but she didn't have the grades. She is now very content with her present job but she encourages us to not get too fixed with one education or job, because life has many opportunities and you can change your job many times in your life.

She also gives advice about how to be prepared and how to behave to succeed in a job interview. She stresses that **the most important thing when it comes to an interview is to be on time**. However, it is also important to show that **you really are interested in the company and the job that you have applied for**. You do this by **preparing questions** that you ask about the job but also to be positive, **take the job seriously** and **keep promises.**

We finished the interview by talking about the mentoring programme. Jenny Rudenblom has been a mentor for two months and her mentee is Frida Lindgren, senior student at ProCivitas Gymnasium. Frida explains that she sees Jenny as a teacher or someone that can help her and educate her about life. Jenny agrees and says that she thinks that the role as a mentor could be to give advice. She also says that she thinks that it is important for the mentor and mentee to do activities together and to get to know each other more personally because she truly believes that personality is more important than which profession you have. Moreover a mentor can help with organizing and prioritizing life events, to help the mentee figure out personal skills and what they can work with in the future. Or to be a reference for a job. Most importantly a mentor should be there to inspire you and make you believe in yourself!

4.3 Student expectations

In order to put together a manual for working with a mentoring programme that will enhance the possibilities of the future for students we asked our students from Sweden, Italy, Croatia and Bulgaria what expectations they have on the mentoring project. Some of the students were interviewed and those interviews can be viewed under section "5.5 Interviews about the future". Others put together a list:

Social & cultural expectations:

- Meet new people and build a contact net,
- Learn about different cultures and traditions,
- Compare cultures,
- Respect differences,
- See and experience different cities and countries,
- Respect other people's opinions,
- To gain a lot of inspiration and emotions,
- Change the way of thinking and implanting it to the other countries,
- The importance of respect between e.g students and teachers/principal,
- To never give up and follow a dream,
- To be positive,
- To start thinking about the future.

Expectations on improvement of skills:

- Improve English skills in both writing and speaking,
- To learn some expressions from other languages since it is important to be able to greet each other in different languages,
- Improve creative skills,
- Improve communicative skills through workshops in groups,
- Improve teamwork skills,
- To communicate and speak better in public,
- To not be afraid to share ideas in a group,
- To use more new internet resources,
- Improve entrepreneurial skills e.g how to take on challenges.

Learn and understand more about what a mentoring programme is:

- Finding mentors in their own country,
- How to find interesting mentors and enthusiastic people,
- To understand what a mentor does,
- To understand what a mentee does,
- How to take and give advice,
- How to develop your network through contacts and friends,
- How to implement a mentoring programme at the local schools.

Develop better knowledge and understanding on business:

- Learn about how to create business ideas and what different business ideas there are in different regions,
- Learn more about what is expected business manners in different regions e.g to be on time in Sweden,
- What you need to start your own business,
- What it is to be an entrepreneur,
- To not be afraid to develop your idea,
- Start to try and make something in a business,
- To visit different companies and see real business and experience real work,
- Create more contacts with the business life.

4.4 Workshop activities

4.4.1 Workshop on how to come up with a business idea and how to present it to a jury

This workshop was conducted i Växjö in February. The aim with the workshop was to introduce presentations skills to the students, to have them come up with a possible business idea as a team and then let them present it convincingly to possible investors.

First the students learned about the importance of presentation skills and how you can use ethos, logos and pathos arguments when arguing for or against a topic. How to enhance your body language both individually and as a group was also covered.

Then it was time to come up with a business idea. The students choose 2 numbers between 1-50. In the presentation there were 50 words equivalent to the numbers and the students wrote down their words. Then their task was to create a business idea based on those two words; find a basic problem, present a solution (the business idea), decide which target group they have for the idea and then finally explain how they could make money from the idea.

The individual ideas were presented in a group of five students who then agreed on the best business idea. That idea was finally presented with good presentation skills to a jury who choose a winner. The winning business group came up with the product: "Umbrika - an umbrella that holds your coffee cup".

4.4.2 Workshop on creating a logo for the project

This workshop was conducted in February. The aim with the workshop was to have the students create a winning logo for the project "Enhancing the possibilities for the future with a mentoring project". An additional aim with this workshop was for the students from Italy, Sweden, Croatia and Bulgaria to get to know each other, share ideas and work as a team.

The students were introduced to the competition on Monday 4 February and presented it on Friday 8 February. The winning logo is the one presented on the right side of this text.

4.5 Definitions

4.5.1 A Mentoring Programme - students' perspectives

```
      To open up
      your mind

Experience              Motivation

To show me     A mentoring    Personal
what I am       programme      development
good at
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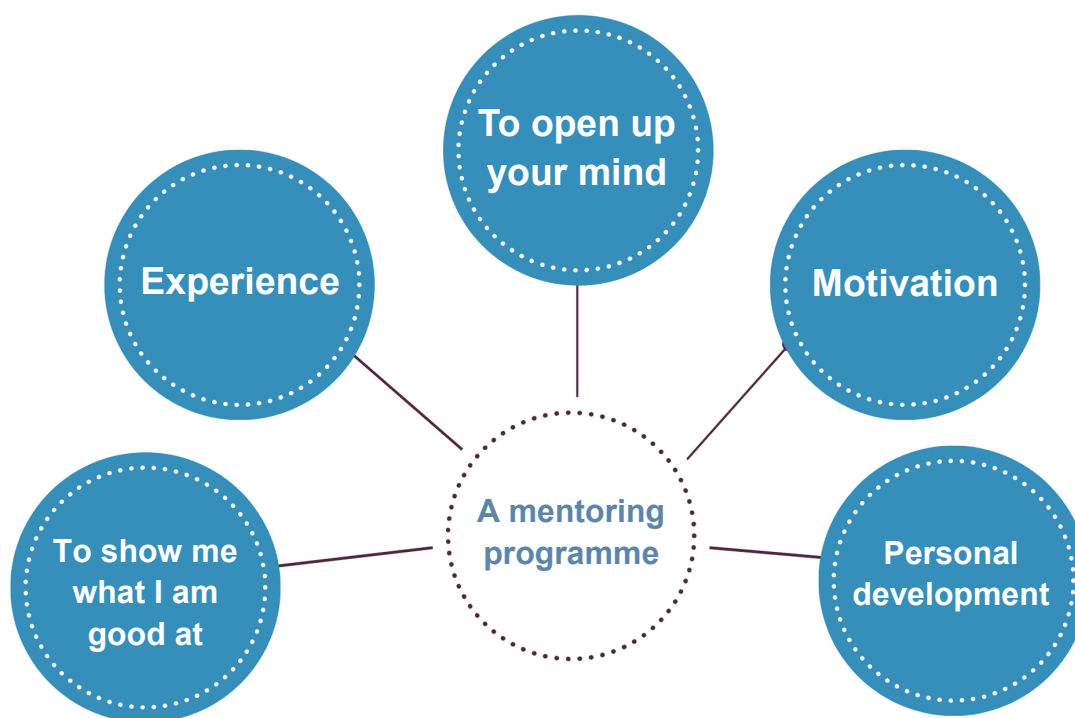
4.5.2 Mentee - students' definitions

```
Student who          Student who
doesn't know         knows what to
what to do in        do but needs
the future           guidance how to
                     get there

Motivated    A mentee    Open-minded
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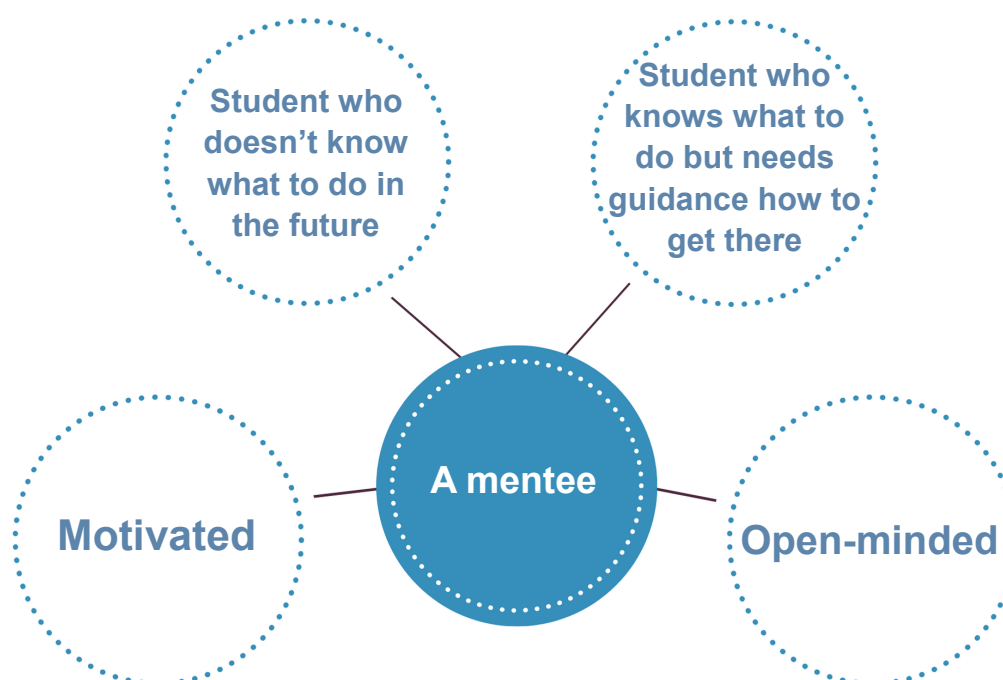
4.5.3 Mentor - students' definitions

- A person who helps you open up your mind
- A person who wants to help students on their journey
- A grown-up in your life
- A mentor
- To help you achieve your dreams

4.5.4 Entrepreneurial skills - students' definitions

- Relationship building
- To make it happen
- To believe in yourself and be confident
- Entrepreneurial skills
- To be prepared and creative
- To learn from your mistakes
- Personal branding

5. SETTING THE RULES OF A LOCAL MENTORING PROGRAMME

- mentee, mentor, and the different roles

5.1. Students' expectations

We ask our students from Sweden, Italy, Croatia and Bulgaria what expectations they have on the mentoring project and in particular on the second training course in Italy. After a brainstorming they put together this list:

Social & cultural expectations:

- Learn differences between cultures,
- Improve social competence,
- Create new relationships,
- Meet new people and culture,
- Learn about Italian history and culture.

Expectations on improvement of skills:

- Improve English language skills,
- Gain self confident,
- Improve presentation skills,
- Improve time management skills,
- Getting to know yourself, get out of the comfort zone

Learn and understand more about what a mentoring programme is:

- Understand how a mentor can help you,
- Understand what kind of mentor we need,
- First steps in building up a Mentoring Programme,
- Focus on the role of the mentee in the Mentoring Programme.

Develop better knowledge and understanding on business:

- Get inspired about what to do in the future,
- Be available, be inspired, learn about a mentor, create a website/blog,
- Create a network with mentors.

5.2 Reflections on the need of a Mentoring Programme in our schools

During the first day of the mobility students presented reflections on the need of a Mentoring Programme at their schools, including:

- needs analysis,
- qualities of the Mentor and the Mentee,
- challenges in the organization of a local mentoring programme.

These were all presented in slide presentations during the students exchange in Lido di Camaiore (Italy) and are summarised in the following short abstracts.

5.2.1 Why a Mentoring Programme at Liceo Chini-Michelangelo (Italy)

After learning about the Mentoring Programme we asked ourselves if we really needed a Mentoring Programme in our school or town and why. We pointed out some general needs such as:

- to promote **self-awareness**,
- to give students an **outside perspective of life**,
- to clarify the **goals** they want to set for their future,
- to help students understand their **needs**,
- to find someone to **support their ideas**,
- to boost student **self-esteem.**

Afterwards we concentrated on our needs; Chini's needs. In one of our first debates we agreed on the need of a personal counselor who would act as a sort of individual therapist and could help us to work in a safe and confidential environment. Yet this sounds a bit like a psychologist and a mentor is not supposed to be a psychologist. We also thought that it would be good to have someone who listens and encourages students, someone who's not our parents or our teachers. Someone you feel comfortable with and you feel free to talk to. A mentor should be someone who doesn't let you down and supports you. His/her role in fostering a student's autonomy is also important; we expect mentors to encourage the growth of students' ideas, independent thinking skills and creativity, besides helping reach a central and active role both in their studies and in life in general.
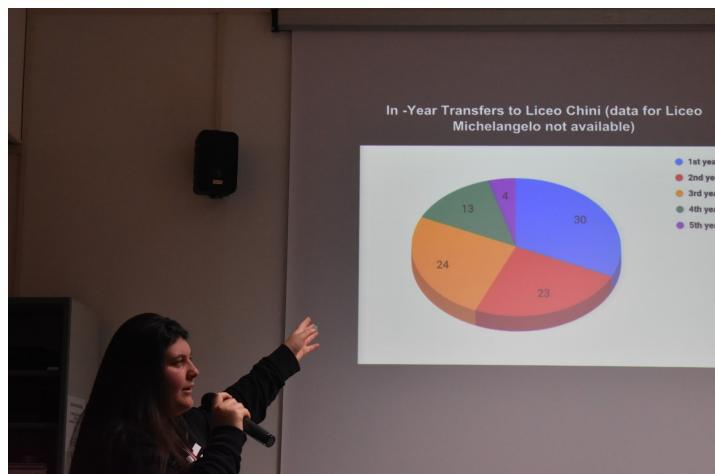
Figuring out your place in the world can be difficult; especially nowadays people expect to have it all figured out at an early age. For a few lucky people, the "calling" does come early and they spend their days living their dreams, but for the ones who are confused, I think that practical advice could be very helpful.

We thought that one of the most important things is to nurture a sense of belonging which is an essential human need. Feeling that you belong is important in seeing values in life and in dealing with negative feelings. Some find belonging with friends, some with family and some on social media. We think we should be able to find belonging in school too, because school is the place where we spend most of our time.

To promote student retention is another important issue. We think a keyword should be social promotion: passing a child on to the next grade regardless his results, his performance in tests, in order for the child to remain with his age peers. We need to ensure students school success or graduation.

It is also important to curb the number of NEETs which stands for "young people who are not in education, employment or training: a lot of people give up or drop out and this is becoming a problem. We think that a mentoring programme would definitely help.

Then we analysed the QUALITIES OF AN ADEPT and we agreed that to be a good adept, you should relate to some qualities such as:

- **being open minded**, that is to be ready for new experiences;

- **being determined**, because you need to have   a clear idea on what you're doing and follow this programme until you reach your goal;

- **being interested**, without losing your focus on the project and know how to apply it on your future perspective;

- **being communicative**, with the purpose of creating a strong relationship with your mentor;

- **being trustful**, because there should be a very close bond between you and the mentor;

- **being available**, in order to have the right amount of time to devote to the project.

Also a mentor, that could be a key figure in the building of our future should have specific qualities.

He should be a good listener because he or she needs to understand your problems and your insecurities in order to help you solve them. It is not always easy to face the difficulties and a mentor could motivate you to keep going and to believe in yourself and your qualities besides showing he cares about your feelings and doesn't underrate them. A mentor should definitely be qualified or, to say it in other words informed and in contact with the labour market in order to give good advice.

Being capable, resourceful and confident are essential qualities too because a mentor should have a lot of resources to transmit to the mentee and of course an insecure mentor would make an insecure mentee.

A good mentor has to be always available and also accessible because the adept has to feel free to contact him whenever he needs.

A good mentor is supposed to be encouraging, because if the adept wants to give up or he's afraid of something, the mentor has to let him know that he has capacities so he has to work hard and make the most of them.

Another essential virtue is that of being "engaging". The mentor should be a positive person in order to engage, motivate and include the adept.

A good mentor should also be a good adviser and give good advice to the young mentee .

One of the most important requisites of a mentor is to be patient. This capacity is linked to the fact that a mentor should be a good listener, because the mentor has to be always ready to listen all the insecurities, all the questions, all the problem of the adept without seeming bored.

Finally, a good mentor has to be satisfied with his own carreer, because it means that he worked hard to succed in his job, so he can teach to the mentee how to succeed in his dream job, as he did.

Organization of the Mentoring Programme

About the organization of the mentoring programme in our school we thought to divide the project into 2 parts to respond to student's needs: the cross-age peer mentoring and the mentoring programme.

In the first one senior students can act as mentors to junior students by offering them their personal experience and supporting them during the school career at Chini.

While, in the mentoring programme, the mentor will be a person from outside school and linked with the word of work.

The best moment to start the mentoring programme in our school is during the second term in January, because it's the longest term and students have more free time, fewer tests and are less stressed.

Moreover, we would like to inform other people and the families about the mentoring programme by creating meetings and conferences, making flyers but also using social medias a lot and writing articles and blogs on websites.

We think it could be such a great idea to use social media like Facebook to inform families and adults while Instagram for young people.

Obviously everyone can participate and it's free because everyone should join the mentoring programme.

One of the most important things in the relationship between the mentors and the mentees is to maintain a regular contact with each other to keep the mentees interested and motivated.

Finally, privacy is important because we need to keep the informations confidential in order to make the mentor and the mentee free to say everything they want and to express personal opinions and needs freely.

This project certainly involves challenges. Yet, we would like to stress the fact that, like we learned in Sweden, these are not to be considered as problems but only as stimulating challenges.

The first challenge is this activity being time-consuming both for the staff and students. The staff will have the main role of surveillance while students will have to reduce the amount of time spent studying to dedicate to this project. Another issue is parental resistance because not all parents will be in favor of their child spending time with what is basically a stranger. This is directly linked to the spreading of private information. The resolution to these last two issues could be, as we repeated many times, the signing of a contract by the mentor in order to maintain the information confidential. Furthermore the lack of motivation could affect students this is why it is essential to maintain a regular contact between the mentor and the adept. Last but not least, the minimal amount of resources could be another challenge because we crave more space because the one at school is not sufficient and money to make gadgets or pay for the places beyond our school grounds. Some of the solutions to these challenges we have already found while others we will have to figure them out together further on.

5.2.2 Why a Mentoring Programme at Profesionalna Tehnicheska Gimnazia N.Y. Vaptsarov (Bulgaria)

In our presentation we talked about the mentoring programme and how important it is to think about your future.

We talked about the problems that students faced while they were looking for a mentor. Most students talked about the same challenges in their presentations but in different ways. The most important challenge students stand up for is to get the important stuff right.

Also we talked about the qualities that a mentor needs. A mentor should be a person who helps you to be open minded and also inspires you to be innovative and successful in your future.

In Bulgaria there are not a lot of mentors yet but we like the idea of mentoring programme because by introducing it we can improve ourselves and our skills.

What do we need to know?
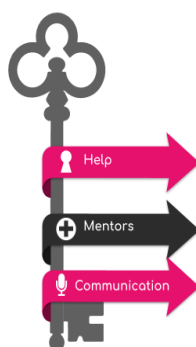
Finding a mentor

Help	You connect with a teacher that you think will be a good mentor or with his help to find a mentor in the field we want to work in.	☑
Mentors	In Bulgaria there are not a lot of mentors, but a mentor could be anyone. A teacher, family member, friend, etc.	☑
Communication	You shouldn't be shy to communicate with your mentor. He has to be next to you when you have the need.	☑

In our school we have started the mentoring programme between students and teachers a "peer to peer" relationship to share experience with our classmates.

We have done the first steps in our mentoring programme organising the interviews with the mayor and our teacher.

What motivates us are these two mottos - "Work hard, be nice, dream big" and "Being strong does not always mean you have to fight the battle. True strength is being mature enough to walk away from the nonsense with your head held high".

5.2.3 Why a Mentoring Programme at Privatna gimnazija i ekonomsko-informaticka skola Futura (Croatia)

Mentoring program is a collaboration of a mentor and a student that helps them discover the desired professions and introduces students to their own environment - that is exactly what Futura aims to accomplish with the mentoring program for the students. Schools are usually dedicated to learning theoretical and basics of practical knowledge, while its application in work, as well as appropriate ways of socializing and networking, are not among the goals of traditional schooling and education.

Outcomes of the application of the mentoring program in our school would be to expand the network of students' acquaintances from the specific professional field since it can influence their perception of the desired career, the labor market and their own environment. It should motivate students to acquire knowledge and skills necessary to be successful in one professional field and mentors should show them which are those qualifications. Therefore, the programme should provide support to young people in their professional and personal development through socializing and training.

Since our curriculum doesn't include any kind of official practise period in some company or office

outside our school, we feel like the students are lacking a real perspective about what awaits them after the end of high school. Not only that mentor could "prepare" them for the future by sharing his/her experience, but we are also open to expanding the theoretical and social side of the mentoring programme with more practical one - through seasonal practice or student job, of course, if the student wants it. So, the programme is also intended for those who want to explore and experience the real work environment and develop their working habits in order to improve themselves, get a clearer picture of their goals and the path that should lead to accomplishing them. This programme should also motivate students to work or at least to reflect on their own desires and priorities.

To sum up, Futura would like to implement and expand mentoring programme through:

- **informal meetings with given mentors,**
- **month-long practices in company working in the industry that students prefer,**
- **encouraging students to find short-term jobs via students services**

In this process, we could get help from parents of our students since many of them hold good positions in various types of organizations, mostly in small and medium businesses, and most of them are willing to contribute to our school. Also, we can get in touch and use our relationships with many local firms with which we already worked through arranged guest lectures, workshops and visits to their workspace. It is important for these mentors to be professional, qualified, flexible and forthcoming so this kind of cooperation can be nice and effective for each party involved.

5.2.4 Why a Mentoring Programme at ProCivitas Privata Gymnasium (Sweden)

The mentoring programme at ProCivitas Privata Gymnasium, Växjö, is something that the school and students are very proud of. Those of us who had the opportunity to present our mentoring programme in Italy feel privileged to have a mentor to guide us during our final year. We started with presenting our mentors. They are Oliver Rosengren (City council), Conny Hermansson (Real Estate Agent), Linda Claesson (Södra), Folke Burmeus (Pilot), Jenny Rudhe Blom (The Swedish public Employment Agency), Maximiliano Vileda (Entrepreneur) and Jenny Torres (HR consultant).

Why we have a mentoring programme at ProCivitas is because it will help us develop as a person and help us figure out what road you want to take in life. The mentoring programme also prepares us for business life for instance by giving us experience by teaching us how to behave in business life and gives us valuable contacts to expand our network. Sometimes being part of the mentoring programme also can lead to employment.

Who could benefit from being part of the programme? Well, you need to be a student who is enthusiastic, who has a will to develop as a person and who is curious of other people and situations. It is voluntarily so you need to be a person who wants to spend extra time on the programme since it is not part of your curriculum. The mentors that are part of the programme are people who have been mentors to other students at ProCivitas in the past or a new person that the school makes contact with. The school has two people working with the mentoring programme and who recruits mentors. They are Elin Zlatanovski and Lisa Berger. The mentor should be a person who has time to be a mentor, who is creative, curious and who is able to inspire the mentee.

How is the mentoring programme organized at ProCivitas Privata Gymnasium in Växjö? When you are in your second year of three you are invited to a presentation of what the programme can offer you. If you are interested you then write an application in which you clearly present why you want to be part of the mentoring programme. Is is a personal letter, much like applying for a job. Then Lisa Berger and Elin Zlatanovski finds the best match possible for you and your mentor. During the mentoring programme the school offers and you take part in four meetings organized by the school. It can be a breakfast, a Christmas lunch, an evening with a motivational speaker or something else. As a mentee you are also responsible for arranging meetings in between those four school meetings. It could be that you invite your mentor to a café in the city or to a lunch at school. You can go on workshops together but it can also be that you meet at the mentor's workplace. During those meetings you usually talk about the future and you give and receive advice. One of the main advantages with the mentoring programme is that both the mentor and the mentee can benefit from it by learning from each other and by exchanging ideas.

The workshops or activities that the school organizes could be meetings at school for all mentors and mentees during which we eat something and mingle with each other. It could also be that they have invited a guest lecturer or speaker or it could be that we role play an employment interview to help us prepare for the future.

There are many advantages of being part of the mentoring programme. As a student it gives you a wider network and great experiences. It could give you employment or help with references for an apartment or a job. Most importantly it gives you an insight into business life and a person to talk to about your future plans and dreams in life.

Of course there are also challenges of being part of the mentoring programme. There could be difficulties matching a mentor and a mentee and that the relationship does not progress as wished. There could also be the problem with lack of time, for both the mentor and the mentee and if there are difficulties in finding time for meetings the relationship could get affected.

At ProCivitas we have a very good relationship between the students and our teachers. Through that the teachers who make the match knows the students well and have a better chance of making the best match between mentor and mentee. We would recommend all students to be part of the mentoring programme since we feel that we have developed so much both personally and professionally. Finally, we would like to thank our mentors for their time and their inspiration!

5.3 Workshop on the role as a mentee: the importance of self awareness and how to present yourself at a job interview

This workshop was conducted in Lido di Camaiore in March 2019. The aim with the workshop was to define the role of a mentee by learning about the importance of self awareness; to learn more about personal and professional qualities. The second aim was to use this information in a personal presentation, a pitch, that can be used when going on a job interview or when meeting a mentor for the first time.

The workshop started with the task of individually choosing 5 qualities from a given list. Then the students were to give concrete and clear examples of how those qualities can be shown in real life. The examples were to be from work experience, achievements in life and from personal experience. The aim with this was to raise awareness of personal strengths, self awareness and to boost the students' confidence in themselves.

The list of qualities and examples was then used in an elevator pitch. The students were introduced to the concept of an elevator pitch and 2 possible examples of pitches were presented to them. In addition the importance of body language and that the face and body match the spoken words were stressed. The students then wrote an individual elevator pitch which finally was presented in small groups of three. One person acted as the mentor, one was the mentee giving their pitch and the third person was an observer who took notes and gave feedback to the mentee.

5.4 Workshop on FYOUTURE TALK

The purpose of this activity was to get students to talk about the future and to prepare a questionnaire for interviews with local youths.

Future Visions (metaphorically speaking)

THE FUTURE IS LIKE A BIG YACHT AT SEA. We can travel freely on it. There are lots of possible routes and destinations. However, there are outside forces to be reckoned with like currents, storms, reefs and even pirates!

First, students were arranged in groups and each group was assigned 2 out of 5 metaphors for the future. The 5 different metaphors for this activity ranged from a perspective of pre-determinism to total self-determination. Students explored how different degrees of control influence and shape actions. Students were then asked to choose a metaphor that best represented their own view of the future. Students shared their views in groups and in a plenary session. This task allowed students to identify their perception of the future and also to "see" the future through the eyes of someone else.

Next, students watched and commented on a short Comenius documentary in which teenagers are interviewed about their hopes and fears for the future.

Then, students answered a questionnaire related to their own future and shared their thoughts in groups.

After talking about their ambitions,expectations, possible careers etc. students brainstormed ideas for a new questionnaire to use in the filmed interviews with local youths in Lido di Camaiore.Students discussed and selected the best questions to ask .Questions were graded to suit different age groups.Two final drafts of the questionnaires (A and B) were prepared.

Two students from each country interviewed local youths aged 14 -18 .

As a follow up activity, all the students viewed the 11 interviews and commented on the material.

5.5 Interviews about the future

During students exchange in Lido di Camaiore, students interview local youth about future expectations and fears. These interviews can be found following links attached below.

INTERVIEW 1: https://youtu.be/-k4OBksUFOs

INTERVIEW 2: https://youtu.be/8_nreQ-vflw

INTERVIEW 3: https://youtu.be/kiGm8YvSjd8

INTERVIEW 4: https://youtu.be/FK8ovpIMfPU

INTERVIEW 5: https://youtu.be/SfbwraeZnMI

INTERVIEW 6: https://youtu.be/-eWG-OwXcn8

INTERVIEW 7: https://youtu.be/TYVBiuK3CNc

5.6 Framework: Setting the rules of the Mentoring Programme

All partner schools agree on the following rules to set up a local Mentoring Programme:

1.Choose programme leaders

Each school decides who is in charge of the Mentoring Programme. Two people are needed to work at least two hours per week. Some weeks these leaders will work longer hours.

2.Mentoring programme leaders are expected to carry out the following tasks:

- phone calls,
- social media,
- arranging the application process,
- informing the students,
- marketing (creating and disseminating posters, paper and digital material etc.) ,
- recruiting mentors (extremely time consuming),
- match making (extremely time consuming),
- organizing school events,
- planning meetings,
- participating in open houses,
- other.

3. Positive outcomes of the Mentoring Programme

A mentoring programme can be positive for the school because it can have a great impact on the marketing of the school, students' development and school networking with local institutions and companies.

4. Key steps

By Summer 2019[1]

- inform students about the Mentoring Programme,
- marketing,
- **recruit five or more Mentees,**
- recruiting Mentees: recruiting starts from the students' **personal letter.** Students are given a list of key points their personal letter should cover and great relevance in choosing the best applicants will be given to interest and motivation.

The applicants should be senior students.[2]

By Autumn 2019

- Mentors recruiting,
- Identify **five or more mentors**,
- Where should we get a mentor? We recruit a mentor from the local society but we exclude students' teachers and parents,
- the mentor must be an adult the student is not familiar with.

Example of application of interest to the mentoring programme from ProCivitas Privata Gymnasium, Växjö

5. Time lapse

The programme lasts **one year for the student**

Application of interest to the mentoring programme

Now it is time to apply to the mentoring programme at ProCivitas Växjö. If you are interested in being part of it, you need to write an application.

Answer the following questions:

*What is you name?

*Which class are you in?

*Why do you want to be part of the mentoring programme?

*Do you have any special requests or thoughts regarding a future mentor?

*Do you have any ideas on activities that you would like the mentoring team to arrange throughout the year?

*Do you know a person that you think could be your mentor? Is there a person that you would like to have as a mentor?

[1] for school year 2020-2021 the marketing and recruiting process should start in Spring 2020

[2] if the school organises a peer to peer mentoring it is between senior and junior students

6. The Role of the Mentor

- to be part of the Mentoring Programme means that the Mentor is willing to participate in meetings, is available for the mentee and has a respectful relationship with him/her,
- the Mentor acts as as a guidance or counselor,
- to be a Mentor is primarily about the role of a guide to the future but also to provide the student with important insight into a particular trade, market or field of study.

We hope that the Mentor will inspire the Mentee about future possibilities. The relationship is based on mutual respect and professional growth.

7. Students' advantages in taking part in the Programme

Students get:

- personal and professional development,
- insight into a particular trade, market or field of study,
- an important reference for the future (students can mention it in their CV or the school can give extra credits),
- a development in entrepreneurial and communicational skills,
- the opportunity to start creating their own network of contacts.

8. Mentor-Mentee Meetings organisation

During the year 4 meetings are arranged by the school with focus on creating relationship, personal and professional development and networking.

9. The role of the Mentee

The mentee is responsible for :

1. taking and keeping contact with a mentor
2. answering school messages and invitations to meeting
3. being respectful.The mentors give you their time, and you need to adjust to them
4. to the meeting come on time, be prepared with initiatives, with questions, it is your responsibility to be in charge
5. keeping to the Mentoring Programme:when you decide to enrol to the MP and to the rules, you cannot skip tasks/meetings because you have other things to do.
6. to follow the signed agreement between Mentee and School
7. making the time devoted to the Mentoring Programme enjoyable and useful.
8. finding a way out of the comfort zone

6. RECRUITING MENTORS - MATCHING WITH ADEPTS:

How do we do that?

Steps and reasons behind recruiting and selection process

During the exchange in Zagreb, besides discussing recruitment of mentors and mentees, we talked about finding jobs and preparing for the selection process. So, how does it work in the business world?

Professional selection is the process based on established and standardized methods and techniques for choosing a job candidate who meets requirements for a particular position the best. The first step every company needs to do in order to search for candidates is to create requirements for a particular job that is called job description. Job description is done mostly by a psychologist in cooperation with an expert that already works on that position. This is the most important task in selection because based on a good and detailed job description you have a clear picture on what kind of candidate would be perfect fit for this specific position.

Then, the company shares news about open job position with the employment office and career websites. The following step is reviewing received CVs and application letters through which HR (human resources) professionals check which candidates meet the criteria for this job and choose them for the second round. It is good to highlight previous job experience, knowledge and skills in CV that are relevant for the job candidate is applying for at the moment. It is not recommended to falsely present your qualification and character since it will probably be exposed during the rest of the selection process.

Second round in most companies consists of psychological testing which means that candidates have to fill in a personality questionnaire and the test of intelligence. There can also be some kind of test which checks knowledge required for a specific position. The purpose of psychological testing is to see whether a candidate's personality fits organizational culture and requirements of a specific position, but also will the future work relationship be satisfying in both for the company and the employee.

Based on the results of psychological testing, the candidate can be invited to a third round of selection which is usually interview. In some companies interview and psychological testing are done on the same day. The purpose of the interview is for the candidate to find more about the company and specific job, while the recruiter will find out more about the candidate, his/her preferences, previous experience, weaknesses and strengths. Interview is an opportunity to make a good impression, show motivation for a particular job and to be remembered.

After the first round of interview sometimes there can be another round of interview with future boss or director. In this final round of job application candidates get familiar with the slightest details of potential job position. At this point, usually there are only a few candidates with the best qualifications that are considered by the company.

So what all comes in consideration for making the final decision of employment? Candidate's CV, previous experience, motivation, interests, personality, intelligence. Nowadays many companies are aiming for building a collective of people that will get along as workers, but also, as individuals. Therefore, it is fine to "be yourself" when applying for a job, but always keep in mind to be professional in the first place.

Most of this is applicable for taking part in mentoring programme. It is important from potential mentors to be clear about his qualifications, motivation and willingness to participate. On the other hand, the way a student presents his/her motivation to school staff which coordinates the program, the way s/he presents him/herself to mentor and handles relationship with him/her may affect the process and results of participating in the mentoring program on a student's further career.

So, let's see – how the selection process for mentoring program works in our schools?

6.1 Recruiting mentors - matching with adepts: what our local business sector and school can provide?

6.1.1 Recruiting mentors at Liceo Chini-Michelangelo (Italy)

How to recruit mentors

We could start to recruit mentors from our own family or, for example, relatives, parents or family's friends that have a good career or a professional job. Another option are our school teachers' friends and headmistress' contacts who could be interested in the mentoring programme. To enroll larger numbers of mentors, we should advertise the programme and take advantage of the yearly school event "Una notte al Chini" ("A night at Chini"), a sort of open day at school where there are a lot of people - parents, students, alumni... We could attract people and present them our programme by sharing a Facebook event. Consequently, by creating a first small network of possible significant (prominent people) mentors, a restricted group could be easily transformed into a larger number of contacts.

Recruiting Organization

A recruiting team should be formed and it may consist of:

- 2 or 3 teachers, who contact the mentors and also advertise the project on social media;
- the Headmistress has an important role - interacts with the institution, like other schools;
- one student, who is a students' spokesperson and who spreads by a word-of-mouth this project with other students;
- one parents representative;
- one administrative secretary that does the paper job and in case of need has to be a support for everyone.

The matching process

We could get a good match by focusing on 4 key steps:

- Identify the adept's needs and goals;
- Consider a student's personality;
- Point out affinities between mentor and adept:
- Match people with combining routines - that are the people who can meet, talk and keep in touch.

We Also elaborated 3 different methods to ensure the perfect match:

- Provide a structured letter of application for the adept;
- Invite the would-be mentor to write a letter describing his/her career, daily routine, qualities useful for his job;
- Draft a psychological test to match Adept and Mentor - such a test would highlight mentor and adept affinities, and also analyze their personality and characteristics.

Mentoring Programme organization

The first step to set up the Mentoring Programme involves some teacher work. Teachers should read students' application letters, analyze mentors' letters, interview students and mentors separately, have tests filled in by students and mentors, match students and mentors.

Meetings between mentors and students will be divided into 3 steps:

In the first meeting (plenary meeting) mentors tell about their profession and students explain their expectations, to have an idea about who they are and to let the mentor understand what the student wants. It can also be an opportunity to explain to the audience what the programme is about.

In the second (individual) meeting mentor and student talk about future plans and career.

In the third and final meeting mentors help students write their CVs and they can role play a job interview in order to have more fun.

It's important to remember to keep in touch with each other, through social media, telephone, internet, ecc.

Challenges

A)   Sometimes in the Mentoring Programme there could be some challenges, for example finding volunteers that are motivated enough to participate. How could we solve this challenge? Well, we could spread the voice of the Mentoring Programme by advertising, by networking and by sharing events on social media, with a word of mouth. Then, another challenge is the lack of dialogue between mentor and mentee. How can we come across this challenge? We should enrol mentors who are open minded and extroverted, that means that they can talk with their mentee in an appropriate way. The last two challenges are the difficulty in keeping the motivation up and the problems at maintaining the Mentoring Programme through the years. How can we solve these two issues? Well, by making future mentees understanding the importance of this programme, but also how much fun it is.

B)   In our school we have found 3 particular difficulties related to the organization of mentoring programme and we tried to solve them:

The first problem is related to the arrival of a new headmistress because she doesn't know this project for this reason. We have thought to organize some meetings with her to build up cooperation. Another problem is encouraging possible mentors and we have thought to advertise mentoring programme distributing flyers. The last problem is related to teachers and students who don't have granted time, facilities and funds to develop the programme and to solve this problem, we have thought to underline and stress the project and try to find a sponsor.

C) There are tons of challenges in the matchmaking process between mentors and mentees. The first that came to mind is "Not matching personality" because it is impossible to expect that two differents personalities can reach a condition to work. The second is "Different Opinion". Personally we find interesting debates with someone who has a different point of view, but sometimes we get into a point that is impossible to work. The third is "Availability" because the mentor can be busy with his job and the same for the mentee. So it's difficult to find a moment when both are free.

D) The unknown might be the biggest issue we will have to face. It is difficult to talk about your life and your issues with someone that you don't know. It would probably take both the mentor and the mentee a bit of time to know each other so the conversation becomes useful for the mentoring programme.

Where we live, we don't have that many opportunities to find good mentors or just mentors in general - we have to go away to find a good mentor. Long distances might be an issue to face: even if they are compatible the distance would be a problem and this would decrease their possibilities of having physical contacts.

Something that might be common is the loss of interest that could come from the mentor or the mentee and this would lead to one of the two parts not interacting with the other even if they were a perfect match. Budget problems could be some difficult issues to face. No one has ever heard about this project and mentors might expect to be paid and then leave as soon as they realize there is no compensation involved.

6.1.2 Recruiting Mentors at Privatna Gimnazija i Ekonomsko-Informaticka Skola Futura (Croatia)

How to recruit mentors

One of the options for recruiting mentors is through contacting students' parents since many of them have their own companies or very successful career. Also, Futura has some very successful and proactive ex-students which could maybe become mentors.

The second option is to contact organizations which we already worked with through guest

lectures, visits, field work and other. We may also contact people or institutions for which students expressed their interest, but also the school could reach out to them based on the estimations on what students may look for.

We can invite potential mentors or companies of interest to some school events, like Open Door Day, to get familiar with the program, our students and teachers. The more concrete idea they get, the higher are chances of them wanting to take part in the program. Also, the school could promote the program the whole time, online and offline.

How to match mentor and adept

Process of matching starts with the analysis of a student's application. If s/he is motivated and has some special field of interest, school will have instructions for which kind of person should look for. If there is no matching mentor in the contact base of available mentors, the process can start from searching for the match in our local system – among parents, ex-students and partnering organizations. If the school couldn't find the mentor there, the following step would be an open letter to an organization or person (or more of them) of students interest. We would aim to get in touch with human resources since they could give us the best recommendation.

Possible mentors

As it was already written, some of the possible mentors could be parents of our (previous) students. For example, parents of one of the students have IT firm Comminus and they work with data science which could be attractive to some of the students since it is a fast growing and exciting IT field. Also, ex-students of the school might be good mentors, especially since they already have some feeling of belonging and being a part of the school's community. If these students are into entrepreneurship and already have some successful projects – like some ex-students of Futura - even better.

At some places it is even possible to find a base of potential mentors from various fields, like at Algebra University in Zagreb. Educational institutions may cover many different sectors and professions and, even though some professors may not have successful careers within the practical part of the field s/he studies, s/he still can be a valuable source of knowledge, useful advice and experiences.

For Futura's IT students it is a very good starting point that the school is already in touch with a few different IT firms from Zagreb. These firms, like Infinum, worked with the school in the past through guest lectures and visits. But, there is one catch in working with IT companies – if the company is overloaded with projects and close deadlines (which is often the case with small to medium IT firms), it is hard to arrange meetings and realize some activity outside usual business.

On the other hand, Zagreb, as a capital city, has plenty of opportunities for potential collaborations as a business and educational centre of the county and Croatia overall. But, still, there is one smaller obstacle that may arise from Croatian culture and mentality – scepticism towards unfamiliar projects and initiatives, especially if it requires devoting some of the person's free time, whether speaking about potential mentors or the students that could get involved into the programme.

How would organisation work?

There are three groups of activities in conducting the mentoring program which could cover two or three persons. The first is analysis of the students' applications and interviewing them, if needed. This would preferably be the task of psychologist or pedagogue. Also, finding the best matching mentor would also be within analysis tasks – if there is more than one mentor working in a profession of student's interest available in the base of persons willing to participate. In this case, the matching would rely primarily on mutual interests, hobbies and similar personality traits of student and mentor.

The second group of activities is gathering contacts – from school contacts or through reaching out to organizations and experts. For finding contacts within a school's network of parents and third-party partners, the headmistress (or headmister) would be the perfect person for the task since they are already the face of the institution and already have their trust and respect. For reaching out to some professionals or organizations school haven't already worked with, probably the best fit would be professional associate or (marketing) assistant.

This person would be engaged in the third group of activities – promoting the programme at the beginning of the school year, motivating students to participate, nurturing the communication, arranging meetings between school, mentors and mentees, as well as occasionally status-checking how things are doing between students and mentors.

Each group of activities is connected to another since they represent phases of program realization. Persons responsible for them should collaborate and also be promoters of the program – in the school, as well as outside of the school.

6.1.3 Recruiting Mentors at Profesionalna Technicheska Gimnazia ''N.Y.Vaptsarov'' (Bulgaria)

What is a mentoring programme?

A mentoring programme is one to-to one relationship in a work, organization or academic setting. It's a process to create a mentorship. A well functioning mentoring program requires planning, strategic organization to connect people, increase knowledge and build skills

for future goals and professional management.

In a mentoring relationship mentor and mentee:

- identify objectives, goals and developmental needs;
- define and establish a plan to accomplish the mentee's goals;
- meet regularly in person or via phone or e-mails to review or evaluate progress.

The programme should be introduced to students at all levels:

- everyone should understand the Mentoring programme goals and objectives;
- all students are eligible;
- all student should know which ones are eligible and how someone can sign up to participate.

Evaluation:

When the programme is completed many people within the organization will be interested in its effectiveness.

It will be realized by:

- declaring students skills;
- demonstrating the product;
- analyzing the results.

What is the purpose of the mentoring programme?

- to develop leadership and teamwork skills
- to prepare the students for the real life for the competition on the Labour Market

Mentorship is a relationship in which a more experienced or more knowledgeable person helps to guide a less experienced person. The Mentor may be older or younger than his/ her Mentee, but they must have a certain area of expertise.

The most important thing is that Mentoring is a process- a collaboration, a learning and development partnership between someone with vast experience and someone who wants to learn. Another very important thing is the communication between the mentor and mentee. Progress should be reported at every step.

A Mentor acts as a trusted counselor or guide, who assists the student in setting and achieving goals for developing career direction and skills.

The recruitment process at Profesionalna Technicheska Gimnazia ''N. Y.Vaptsarov ''

The process of finding a mentor was the most challenging part of the project. The deputy headmistress of our school started collaborating with ''Junior achievement', an organization

which helps students' companies in their innovative ideas and creating their own products.

The psychologist of our school made a survey among students researching their needs, ideas and interests. She launched an application letter to be filled by each student describing their personality and goals.

As a Chinese proverb says : When the student is ready, the teacher appears". So ''Junior Achievement proposed Mrs Krasteva- a well- experienced mentor to train, support and encourage our students.They have been working with her for 9 months- communicating via emails or in person. She guided and advised them very carefully and helped them learn from their mistakes.

According to our mentees Mrs. Krasteva played a very important role in their personal life, in making decisions related to their future profession. Our students are very grateful to their mentor because they managed to develop teamwork and communication skills , became more responsible , creative and accurate.

The result of this collaboration with a mentor was great.The school company has been nominated for the 2019 VET Excellence Awards and our students took part in the EUROPEAN VOCATIONAL SKILLS WEEK in HELSINKI.

On the basis of our Psychologist's research we manage to find mentors in different fields: IT, Art, Autotransport and Psychology.

That way we intend to improve our skills in working on this Mentoring Programme. We are very happy to attend this project because we had the possibility to follow our experienced partners and take many useful ideas while communicating with them.

6.1.4   Recruiting   Mentors   at   ProCivitas   Privata Gymnasium (Sweden)

A mentoring programme opens up for the forming of new relationships, the opportunity to get career advice and create valuable contacts in the working life:

- "I want to become a cop, but do not know where to start"
- "I went to a police university in Stockholm, maybe that would be something for you to consider?"
- "I want to start my own business but I do not know what my first step should be."
- "I started my first company when I was 22, maybe I can guide you."

In the following section, students from Procivitas Privata Gymnasium will tell you more about what the mentoring programme is, how they matched with their mentors, and why they decided to join the programme.

What is the mentoring programme?

The mentoring program connects students with people from the working life and creates thriving relationships. It helps students with their personal and professional development. The mentors give advice to the adepts about the working life and also future studies. During the school year at least 5 meetings are arranged by the school. Of course it is common that the mentor and the student meet outside of school. Maybe go for lunch or play tennis together as friends. If a mentor has a job maybe he/she could offer you an internship or a job opportunity. If not, he/she might have contacts who could offer you a job. To conclude, this creates job opportunities and the student and mentor can exchange knowledge.

What is the purpose of the programme?

The mentoring programme gives students an insight into the working life. Students learn about what the mentors did to get the job he/she is having and how the job market looks for that particular job. The mentor offers tips on what you should do in order to get the job you want. They also tell the adept about how it is working in their working area. The mentoring programme offers an adult to talk ideas, future and dreams with. It creates natural connections between the student and the mentor → in Sweden, we call it a Ball Plank

The recruitment process

The mentoring programme creates an opportunity for adepts to share their thoughts and dreams with a mentor from the working life in exchange for advice and guidelines for future activities. We can describe the mentoring programme with throwing a ball. The adept throws a ball to their mentor, in the form of questions or future plans, then the mentor throws the ball back in the form of guidance and knowledge.

The process of matching mentors with adepts are really important in order to achieve a successful mentoring programme. Important factors during the process is working position, profession and matching personalities. The swedish recruitment team believes that matching personalities is of first priority when it comes to matching adepts and mentors, in order to maintain great connections. To ensure this, teachers are using their own network to find the perfect match. For example Lisa Berger contacted her childhood friend Louise Wånehed who later on became a mentor for a student with dreams of becoming a police officer. Since there were many students with wishes of having a police as a mentor Louise became a great link to find other officers. Though this way of working the recruitment team can ensure that the personality of mentors matches the adepts.

The recruitment process starts with an application letter from the adapts which the teachers read. The application letter describes the student as a person in order to get an understanding of their personality. Moreover, the letter also describes what the student is looking for

in a mentor and sometimes in what working position they are interested in. Later the letter forms a match between the adepts and the mentor. Primarily they are matched through personality and secondly by profession.

Why did my mentor decide to join the program?

Momo's mentor wanted to participate in the programme due to the reason that he wanted to motivate students into becoming police officers but as well be the person they can turn to when having questions about different subjects, such as school, work or life.

Why did I decide to join the program?

Momo decided to join the mentoring programme because he felt like he needed guidance to walk in life. Getting a police officer as a mentor would help him reach his goals and learn more about what he wants to do in the future. His tips and encouragement would hopefully help him get a clear picture of what he wants and how to achieve it.

This year marks the second year of ProCivitas, Växjö, doing the mentoring programme. Last year was very successful and a lot of mentors have even decided to join again. This is a quote from last year:

"The school, the teachers and the students have made an excellent impression. I will continue to proudly represent ProCivitas in the future." - Linda Claeson, mentor

6.2 How would I prepare for the first meeting with the mentor

During the third exchange of the students that took place in Zagreb in November 2019, students heard a lot about recruiting mentors and finding the right match for each student that participates in the mentoring programme. After that, they had to come up with ways how they would prepare for the first meeting with their own mentor, while some students already met their mentor. These are students' ideas and suggestions.

- meeting agenda (conversation topics)
- dress code
- making the first contact
- how to greet the mentor
- how to stay in touch and set up next meeting
- how to exchange contact information
- more?

How the students based on this week present themselves to the mentor.

6.2.1 How would I prepare for the first meeting - Liceo Chini-Michelangelo (Italy)

STUDENT NAME: Simona Cizmja

If I'm going to meet my mentor for the first time, I would prepare some questions to ask him about his job, some "private" questions about his family and what he does in his spare time. I think that it could be easy to communicate with my mentor because I have a very open personality.

To give a good impression of myself to my mentor I would wear a dress with high heels or a shirt with a skirt and brogues.

To plan our first meeting I could call my mentor and decide together the location and the time at which we are going to meet.

To greet my mentor I would start with a handshake. Then I would continue by introducing myself.

After our first meeting I would give my mentor my phone number and also my email to stay in touch and to set up next meetings and also to talk about any topics and problems.

STUDENT NAME: Martina Pardini

The first impression is important, so in order to have the perfect match between mentor and adept, student should prepare and be ready for the first meeting.

First of all I would reflect about what I should wear: I need to express myself, so put what I like, but it is an official occasion so I would consider the rules of a formal event. It is important to appear in the best way possible in order to let the mentor see our potential.

I would also think about general topics to start a conversation and write them. Furthermore I would draft some questions about job and ask for advices so the meeting would be useful and interesting.

I wouldn't contact the mentor before the first meeting because I think it is too much and I don't want to appear invasive.

As I said before the first moments are essential so I need to organise everything and don't leave nothing to chance.

I would break the ice by presenting myself with a hand shake and I will probably give him/her a little present to show my gratitude.

During the meeting I will listen, ask questions, smile and be open not only with my mind but also with my body (body language is fundamental).

At the end of the session I will ask him/her a way to contact, letting him/her decide where we should keep in touch. Of course I will ask when I can and can't send messages or call.

Finally I will also give my data and I will decide with the mentor where the next meeting should be.

STUDENT NAME: Angie Amidei

First of all, I think that to give a good impression of myself, I could choose to wear white elegant shirt with blue jeans and high black heels.

To make the conversation last longer and to make it easier I could prepare some questions at home and then ask them to my mentor .

I could call my mentor and together we decide where and when our first meeting is going to be.

In my opinion, the first time I see my mentor, I could introduce myself by a handshake while I'm saying my name and then I could break the ice by talking about myself.

At the end of the first meeting, to keep in touch with the mentor, we should exchange our telephone numbers so we can chat on WhatsApp and plan next meetings.

STUDENT NAME: Chiara Lenci

The first meeting between mentor and student should be a formal gathering, in which the adept presents himself with formal behavior, asking him some questions or saying something like "Good morning", "Good evening, I am...", and so on, as time goes by, he could talk to the mentor more informally.

It is necessary to also consider the dress code that must be followed: formal clothes are appreciated at least for the first approach. The mentor will see that you think that it is important to do a good impression and that you respect the program and your mentor.

What makes a good impression is obviously the posture, the body language (see in each other's eyes, be smiling, etc...), how you present yourself (with a formal tone or handshaking), what you are wearing and how you seem interested in your future.

It is important to stay in touch with the mentor to share new ideas and opportunities that maybe someone gave to you, new considerations about the future. In this way he could give you advice and help you in the choices. The relationship can be kept at first through formal emails, and then once it becomes a solid one you can contact the mentor via social media as Whatsapp, or directly call him. It would be nice to meet him also outside of the official places, and to go out for a coffee. It is very important to create a good relationship: you can open yourself, your mentor can become your inspiration, his advice can help you to choose the right way. All of this will lead you to who you will become as an adult.

STUDENT NAME: Emanuele Ceragioli

In my opinion the first meeting is one of the most important ones, because in this meeting the mentor sees you for the first time and he has his first impressions.

First of all I'd make a good presentation and after I'd ask some questions to him about his work and his life to know some things about him.

About dress code I think I'd wear formal dress, for example I'd wear a tie and elegant jacket and trousers. For the first contact I think I'd call my mentor to decide where we could do the first meeting.

When I meet him I think I could make a formal greeting. To stay in touch with him I could call him or send messages to him on WhatsApp or maybe I could do a video call on Skype with him, but for the first meeting I'd prefer to ask him only the email to keep a formal report.

STUDENT NAME: Sara Altemura

The first meeting with the mentor is the most important because it is the first time that both of you see each other and impressions are determining. Having a meeting agenda is useful to organise your appointments: if you prepare your conversation topics you will not have any gaps while you are talking, asking your mentor anything that is unclear to you.

The way you dress is also meaningful. Wearing elegant clothes and done up shoes (personally, as a woman, I would dress with a blouse, fancy trousers and low heels) it is a manner to communicate that you are willing and prone to work hard for your future. The mentor will comprehend that you are responsible and he will be more inclined to help you.

To organise the very first meeting it is better to contact your mentor by calling him and talking voice to voice (through the contact the school gives to you) and not to text him. This will result in a more formal and mature environment. Shyness will not be a point in your favour.

In the moment you finally meet your mentor in person the greetings will be your first real approach. First of all, after a handshake, it is thoughtful to thank him for his availability in this project and be as kind as possible, during the entire meeting.

After you are getting to know each other little by little, it is essential to find a way to keep in touch. A method could be the sharing of your email addresses or, otherwise, the exchange of information via WhatsApp (in my opinion this is handier since I use more my mobile phone to check messages than my computer to control emails). Of course the mentor can express his preferred way to contact each other and then find the best solution for both mentor and mentee. It is fundamental to create the perfect match so that the results can be fruitful and indispensable for your future job.

STUDENT NAME: Nicola Galleni

I think that the relationship between the mentor and the mentee is the most important thing in the mentoring programme. In the first meeting it's essential to be well presented so the mentor has good impressions of you.

I'm sure that I would talk to him as I would talk to another adult older than me, using formal sentences and being respectful. I would wear something like a white shirt and suit pants. At first I think that I would express myself by paying attention to the words I use, greeting him with politeness and respect. In the first meeting I think I couldn't ask the mentor his phone number, I would personally ask him his e-mail address, also to keep the relationship formal at first. After a few meetings I would ask him also to follow each other on Instagram or to send each other a friend request on Messenger.

STUDENT NAME: Niccoló Carraro

In my opinion the first impression is essential. So if I had to meet the mentor for the first time I'd like it to be perfect.

First of all I think I should prepare some questions about his job so we can break the ice and have a good conversation. The dress code has a relevant part. I think I'd go with jeans and a shirt. At the first meeting I think I'd have a formal language and when I'm confident with him I'll change. That's because he/she is an adult and I have to relate myself with education and respect. To keep in touch with the mentor there are a lot of ways. Maybe I think that we can exchange our phone number so we can conversate. It can be useful to use skype, when someone can't be at a meeting, using video call.

To exchange contact information I think that I should be very formal. Maybe the first few times I can contact him by sending mails. Then, when I am more in confidence with him we can start to have some conversation on whatsapp or messenger.

6.2.2 How would I prepare for the first meeting - Privatna gimnazija i ekonomsko-informatička škola Futura (Croatia)

STUDENT NAME: Roko Nevistić

For my first meeting I would prepare a conversation or a topic to talk about. I wouldn't send him an email or call him to ask if he came or to inform him that I came to the location, I would just wait. When he arrives I would greet him with a handshake. I would ask him for his email so we could stay in touch and talk about our future projects and meetings. We could talk about our next meeting through emails, that would be the easiest way to communicate.

STUDENT NAME: Mihael Kovačić

When we meet for the first time, I would wait for him patiently and greet him with a handshake. During the first meeting with my mentor, I would try to be as social as possible and try to prepare some conversation topics. I would like to give him a list of things I would like to do and would like to go over the list with him. For our first meeting, I would wear a nice suit to leave a good first impression because first impressions are the most important. I would ask him for his email so we could stay in touch and communicate about future projects and meetings in a formal manner.

STUDENT NAME: Zvonimir Bebek

For the first meeting I will prepare a few topics that I would like to know more about. I am very communicative and I don't think it will be difficult for me to make first contact. We will meet each other by saying hello to each other and saying a name.We will stay in touch via email or whatsapp.

6.2.3 How would I prepare for the first meeting - Profesionalna Tehnicheska Gimnazia N.Y. Vaptsarov (Bulgaria)

STUDENT NAME: Vasilena Daskalska

I have never met a mentor, so I will tell my plans for the meetings with my future montor. I think my first meeting will be really impressive. I think that we will contact a lot personally and he/she will tell me something about her/him because it's the best way to communicate with each other. I think that dress code is the most important. There is a Bulgarian proverb that says „We welcome people according to their clothes and we send them by their intelligence." so the first personal impression is the most important thing. I will make my first contact with a big smile, formal clothes, tight handshake. I will be open-minded for the ideas from my mentor. I think that after the first meeting it will be easy to get in touch because I will ask about contacts and will arrange the next meeting. I hope that it will be easier to exchange our numbers or emails. The week of working on the exchange of the mentoring programme helped me a lot - to feel more self-confident and to follow my dreams. In the future I will have a mentor because I think it's really good and I will need it.

STUDENT NAME: Diana Hristova

I already met my mentor via ABLE. ABLE Mentor is an individual mentoring program developed for students who have difficulty with academic orientation. I am very grateful to my mentor (Mrs. Iva Dimova), because I developed teamwork and communication skills. I became more responsible and had a very enjoyable and useful time with her. She devoted her time to the Mentoring programme and I adjusted to her.

I met my mentor 4 times. During the first meeting we got to know each other and I shared with her my goals and dreams. The other 3 meetings were a discussion about the product and its realization.

The most important thing was the friendly atmosphere, the trust. A deep and friendly relationship has been created.I learnt about the mentoring program at school and I am so grate-

ful to my teachers who told me about it and showed me the way how to enroll.

What Mentoring gave me?

Skills - I exchanged a lot of experience and knowledge with my mentor.

Clarity – I shared thoughts and excitements I haven't had the opportunity to do so far

Ideas – I had the possibility to communicate with new interesting people

Energy – I was energized by my goals and the atmosphere at ABLE Mentor.

Point of view - I saw the world from a different angle.

I highly recommend you to attend any kind of Mentoring programme.

You become more self-confident and start to believe in yourself. My mentor revealed the ways how to achieve your goals in life.

STUDENT NAMES: Plamen Tsvetanov Nachev and Nikolay Nikolaev Evtimov

The two of us had already met and worked with our mentor. Our mentor is Ilona Krasteva. She works as a coach and as a volunteer in a mentoring program at JA Bulgaria as well.

In order to facilitate our work, JA Bulgaria proposed to Mrs. Krasteva to become our mentor. We took this advantage and have been working with her for 9 months. The mentor gave us guidance, support and encouragement.

We realized our first meeting with Mrs.Ilona Krasteva using a skype connection. We got to know each other, we shared our ideas about our future job in the educational company. We discussed ideas about our product, she gave us guidance on how to create our business plan. Our clothes were formal-white shirts, trousers and coats.

We created a facebook group for the members and started contacting each other.That helped us to get in touch more easily. It was the perfect way to become closer and freely share our ideas.

When we met her in person we were positive and enthusiastic.

Using skype we realized the assignments our mentor gave us. That way she motivated us to work better and better, not to be afraid of our mistakes and never give up. At the end of our meeting, we fixed the next ones.

Our collaboration with the mentor was successful because we were diligent, hard-working and motivated. At the end of the mentoring program we created our product Air Purifier and we won a cheque of 2000 leva, it was a big award for our work. Next year we will continue with the new mentor based on the skills we learned in Croatia.

STUDENT NAME: Josefin Andersson

Meeting agenda (conversation tips)

I asked my mentor where he works and how he got that job. I believe that was good questions since that allowed him to tell me about his life and how his choices in life got him to the position he is having today. Also we talked about ProCivitas, since he also went their and that was a great way to build a connection out of common interests. In the future, I will ask him about his future plans, since he is not that much older than me, I think that would be interesting to know. I am not quite sure about my future and therefore, learning about his, could inspire me greatly.

Dress Code

I wore a sweater and jeans which I thought was a bit underdressed. To be fair, I don't think the clothes makes that much of a difference when it comes to the mentor's impression of the adept. Although, wearing sweatpants and a T-shirt is not appropriate. How you present yourself and how open minded you are towards your mentor, is more important. In the future, I might wear nicer clothes in order to be perceived as more professional. Nevertheless, I don't believe that is vital in order to create a good connection.

Making the First Contact

I would write to my mentor first, since that shows him that I appreciate the fact that he joined the programme.

How to stay in touch (set up next meeting)

I would arrange a meeting after I have done something that I would like to tell him about. Like participating in the mentoring programme. I would then exchange my experiences with him and he would also learn from my experiences.

How to exchange contact information

We exchanged numbers and I added his contact on LinkedIn. LinkedIn allows us to see what we are experiencing in our professional life.

STUDENT NAME: Momo Njie

Meeting agenda (conversation tips)

I don't have conversation tips because me and my mentor are not living far from each other and we sometimes meet and talk about everything.

Dress Code

When I am on my way to meeting my mentor I often wear jeans, a t-shirt and some sneakers. Because we often meet in a coffee place

Making the First Contact

To make the first contact: by sending him an SMS or maybe by calling him.

How to stay in touch set up next meeting

How we stay in touch: by texting and we often met each other in the street because we near each other.

How to exchange contact information

By giving our number to each other.

STUDENT NAME: Sara Rahman

The first time I met my mentor was was arranged by my teachers were we had to eat breakfast together. First we had to find each other by finding the matching piece of paper that we both received, and then we introduced ourselves and talked over breakfast. The conversation was very fluent at first since we both had many questions. But as the conversation topics came to an end we used a piece of paper that was on the table, were my teachers had prepared some interesting questions in order for us to keep the conversation going, an example of those questions is "Where would you like to travel?"

When I met my mentor for the first time i did not think about my clothes very much. However I did not wear sweatpants or clothes that would indicate that I am not prepared for the meeting. While making the first contact I introduced myself formally by shaking hands and saying my name.

As the breakfast came to an end we exchanged numbers. My mentor asked for my contact information and told me to keep in touch in order to plan our next meeting. Later I sent her a message and asked her, when she had the opportunity to meet up for lunch. In the moment we have a lunch date planned in two weeks. If I would change anything at the first meeting I would have planned a date when we could meet during the breakfast instead of over message.

STUDENT NAME: Ellen Wickell

Meeting agenda (conversation tips)

I would prepare questions for my mentor in advance. These would be on things I am interesting in knowing about her and her career, but also about my own life. I have met my mentor two times, the first one was the breakfast organized by our teachers. There we discussed already prepared ice-breakers and other basic get-to-know stuff. On the other meeting I prepared questions for her, these kind of made up the path of the meeting but we also had great conversation outside of them.

Dress Code

I would go for a business-casual look. I would never wear sweatpants and would rather be over-dressed than under-dressed.

Making the First Contact and how to stay in touch set up next meeting

My trick is that I make sure to schedule the next meeting at the end of our present one. This way I make sure that we see each other regularly, and it is also a plus that communicating face to face is easier than over text or email.

How to exchange contact information

I exchanged contact information by asking for her number on the first breakfast meeting.

STUDENT NAME: Jennipher Ulvesten

Meeting agenda (conversation tips)

The preparations I did before the first meeting with my mentor was to specify my goals. I did this in order to figure out what kind of questions I wanted to ask and therefore maintain an interesting and rewarding conversation throughout the whole first meeting.

Dress Code

I dressed in my daily basis clothing. I feel like my way of dressing radiates confidence and that way of dressing makes me more comfortable during the first meeting.

Making the First Contact

The first meeting with my mentor was during a breakfast at school. Therefore it was very easy to create the first contact. At the end of our meeting we changed numbers in order to keep in touch in the future.

How to stay in touch set up next meeting

Since I asked for my mentors number during our first meeting it is very easy to keep in touch. Therefore I got the opportunity to send her a text as soon as I have a question connected to the Police profession. I am also planning on asking her out for a coffee in order to improve our personal connection.

How to exchange contact information

Just ask for it. I think that it is really important that you are confident in your relationship with your mentor in order to get the most out of the programme. You should not be afraid of asking questions, they want to give you answers and guidance, that is basically what they are there for.

STUDENT NAME: Hilda Fritzell

Our first meeting was with the school during the breakfast. we met for the first time me and my mentor and we got some questions to make it easier for both to start the conversation. In the end of our meeting we exchanged numbers and mail addresses. Then we came up with a time when we should meet for the second time, which was outside school at a cafe. I think one should be dressed a bit more formal. I was dressed with a blue long armed shirt and a pair of jeans. I thought this was a good choice of clothing because i am not too informal dressed but at the same time not informal dressed.

STUDENT NAME: Hanna Nilsson

Meeting agenda (conversation topics)

Me and my mentor really clicked at our first meeting. This is because we had similar personalities. Even before I met my mentor I knew what I wanted to ask, which made it easier to keep up a rewarding conversation. We also had points to start from, in order to get to know each other.

Dress code

I was dressed in neutral colors, which I thought fit the first meeting and clothes that make me comfortable.

Making the first contact, how to stay in touch and set up next meeting

The first mentoring meeting was a breakfast meeting. Which was a great place to make the first contact. So we had a relaxed moment, which made the meeting more natural. After the meeting we exchange contact information and decided when we wanted to have a new meeting.

STUDENT NAME: Elias Nilsson

Meeting agenda

I prepared about 10 questions about my mentors work and life in general. We met at a cafe and drank some coffee. I asked my mentor, who is a police officer, what she thinks about her job and why she wanted to be a cop. We also talked about the crime in Växjö and what she think needs to be done to make Växjö a safer city. She told me what I need to do and what I need to study to become a police officer.

Dress code

I wore normal, everyday clothes like jeans and a sweater to the meeting. We took a coffee and that is a quite informal meeting.

Making the first contact

I wrote a mail to my mentor and asked her when and where she wanted to meet for the first time. She told me when and then we met.

How to greet

We shook hands when we first met, as that is a nice way of greeting a person for the first time.

How to stay in touch and set up next meeting

We both agreed that we would stay in touch through mail and that we will meet again later this year.

How to exchange contact information

We already had each other's mails but we exchanged phone numbers at the meeting.

6.3 Workshop on employing and selection process

During the third students exchange which was a part of the Erasmus+ Mentoring program project, private school Futura organized a workshop about the selection process. This workshop aimed to introduce students to the way selection process works to be even more prepared for the selection process through which they will pass one day while looking for a job. This was a great opportunity to learn more about how to get a job since a psychologist who organised the workshop once worked in the human resources department of one telecommunications company in Croatia.

First, a psychologist introduced students with the definition of the selection process. Students talked about how they imagine the selection process works and shared their experience if they were a part of one selection process. Then they all together went through the steps of the selection process.

The first step every company needs to do to search for candidates is to create requirements for a particular job that is called job description. The second step is opening a job competition or in other words, posting a job ad on career websites. At this point of the workshop, students and psychologist looked at some examples of job ads and commented which of them are good, and which of them are not so good. After the job ad, the recruiter has to choose candidates based on their applications. The psychologist talked about how important it is to make a lot of effort in creating your CV and cover letter because there can be over 100 applications, and the recruiter spends only a few seconds on your CV.

After that, the class discussed the purpose of psychological testing and how an interview usually looks like. In the end, students had the opportunity to solve some tests of intelligence and one personality test.

We concluded with students' opinions on what they think that comes into consideration for making the final decision of employment. Students shared what they fear the most when they think of going through the selection process.

6.4 Workshop on creating website

Nowadays, being digitally literate doesn't stop on basic usage of computer programs for writing, calculating, creating presentations - that is something most of the students are familiar with and are able to do in a blink of an eye. Since one of the ideas of the project was to work on digital skills, but it is also important for future employees to be skilful in manner of using digital technologies, it seemed as a good idea to conduct an IT workshop.

During the third students exchange, there was a workshop on how to make your own website. Knowledge and skills gained during the workshop could be applied for various different purposes. For educational purposes, there is an option to make your own online portfolio which would gather studying materials and resources that student can update and edit at any time and any way s/he wants to. For business purposes, it is interesting to make your professional introduction website instead of the usual CV. It would be a way to stand out and be noticeable, especially if recruiters really have only a few seconds to look at the candidate's resume. For some jobs where a candidate has to show off his work in a form of a map or portfolio – like designers, photographers, writers – creating a simple website is the most practical solution. Finally, this skill can be useful if a student wants to make some website and content by him/herself, no matter the specific purpose.

For the workshop, students used online tool called Wix for fast and easy creation. After the introduction and dividing students into groups which would update their own websites during the whole exchange, teacher showed students how to create account on Wix. She showed them how interface looks, how to pick design and how to build blocks of the site. Each team was supposed to make website which would contain following structure and parts:

1. **HOME**
2. **ABOUT** - about the team
3. **BLOG**
   - FIRST POST - best moments of the week in school and in free time
   - SECOND POST - conclusions about living and working in Croatia, impressions regarding interviews and visits to:
     - Algebra University
     - Owners and founders of Comminus company
     - HR representatives from Infinum company
4. **INTERVIEW QUESTIONS** - question for guests and lecturers
5. **REFLECTIONS** - general impressions about living, working and education in Croatia after the goosechase activity

This was mainly a practical workshop during which students explored a given website making tool with occasional help from the teacher. Though students created basic websites during the workshop, they updated them regularly during the week of the exchange. These are their final products:

TEAM 1: https://elias01nilsson.wixsite.com/zagreb-experience

TEAM 2: https://zolati8bon.wixsite.com/worldofmentoring/

TEAM 3: https://hanipcv.wixsite.com/bhm-erasmus

TEAM 4: https://zvonezvone936.wixsite.com/threefriendsinzagreb

TEAM 5: https://saraaltemura01.wixsite.com/lunisazagreb

TEAM 6: https://niccocarraro1224.wixsite.com/mentoringinzagreb

TEAM 7: https://simonacizmja.wixsite.com/zagreb-impressions

TEAM 8: https://jennipherulvesten.wixsite.com/erasmus-zagreb

TEAM 9: https://rnacc3579.wixsite.com/erasmusplus

TEAM 10: https://sarapcv.wixsite.com/s-and-v-erasmus

7. THE MENTORING PROGRAMME IN WORK

"Enhancing the possibilities of the future with a Mentoring Programme" is a project intended to increase the possibilities for the participating students to get employment after school with the help of different capabilities practiced throughout the project. By developing relevant and high quality skills and key competences such as networking, communicative and language skills, ICT skills and entrepreneurial skills among many others, the project aims in fostering employability and social education and personal development as it is declared in the horizontal priority chosen by the project group.

- a better knowledge on business and mentoring
- a growth mindset for a more positive and strong belief in themselves
- enhanced abilities to create networks - both locally and internationally

This final mobility was carried out digitally but still focusing on entrepreneurship, cultural exchange, ICT skills and of course, how the mentoring programme is progressing and at work at our schools. In the four texts below you can read the students' presentation of the mentoring programme at their respective schools. During the first day the students presented this digitally with a slide presentation or film to all participants.

7.1 Mentoring programme in work in Bulgaria

The mentoring programme at Profesionalna Technicheska Gimnasia, Vratsa, is a challenge for us and something that the school and students are very proud of. We took the Swedish experience and tried to follow the steps in the appropriate way for us.

The responsible people who take care about the mentoring programme in our school are Diana Petkova- Konetsovska – the coordinator of a project, Silvia   Atanasova – an IT teacher, Piereta Kuzmanova – an account , Dobroslava Dimitrova – a Bulgarian language teacher. They organize the survey, the selection of students, the events which announce the mentoring programme, the search of mentors, the meetings between students and mentors.

We want to present our mentors. They are Varganova and Gladnishki /Local business companies/ , Glen /a Psychologist/, Bozova / Court of Justice/, Georgiev / Chamber of Commerce and Industry,   Emiliyan   Kadiiski and Bozdidar Tsvetkov /IT company mentors/ , Ilona /Junior Achievement Bulgaria.

In our school we have started the mentoring programme between students and teachers a "peer to peer" relationship to share experience with our classmates.

We have done steps in our mentoring program organising the interviews with the mayor and our teacher. Our mentoring programme also prepares us for business life, how to behave in business life and gives us valuable contacts to expand our network. Sometimes being part of the mentoring programme also can lead to employment.

We have found 15 students who are enthusiastic and in charge of their work. We invited students to explain to them what the programme can offer . Who of them are interested in a programme write an application in which they clearly present why they want to be part of the mentoring programme. It is a personal letter.

Then our team finds the best match possible for them. During the mentoring programme our school takes part in three or four meetings organized by the school. They can be different, a breakfast, an afternoon, an evening. We organize workshops at school and then the students discuss the ideas and results.

During those meetings they talk about the future, give and receive advice. Both the mentor and the mentee can benefit from the mentoring program, learning from each other and by

exchanging ideas.

Being part of the mentoring programme gives students a wider network and great experiences. Students practice in real companies to develop better knowledge and understanding on business.

Our students created a school website as innovative work and this result is approved by mentors. We are preparing letters to thank all mentors.

7.2 Mentoring programme in work in Sweden

We are a group of nine students from Sweden who got the opportunity to participate in the ERASMUS-project "Enhancing the possibilities of the future with a mentoring programme". During this experience we have learned many things including entrepreneurial skills, improving our English and getting a glimpse of how students from other parts of Europe work with their mentoring programme.

Origins of the ERASMUS+ project in ProCivitas Växjö

ProCivitas Privata Gymnasium in Växjö has actively worked with a mentoring programme for 20 years where students in their third year get the opportunity to acquire a mentor. This gives the students a chance to interact with the Swedish job market and create connections. The school also tries to match the mentor with the student depending on the student's requests. Therefore the mentoring programme includes many different professions for example doctors, teachers, lawyers etc.

The school arranges a couple of events where mentors and students meet, such as a mentor breakfast meeting, dinner at PM Hotel and a Christmas gathering. Apart from these meetings arranged by the school, the students also have the possibility to arrange their own meetings with their mentor.

Throughout the years, many ProCivitas alumnis apply to the mentoring programme to become mentors themselves. As of now, ProCivitas is attempting to increase the number of mentors and the variety of professions they contribute with. With the help of the ERASMUS-project ProCivitas also hopes to acquire mentors not only from Sweden, but also from other parts of the world.

Some of the mentors this year were doctors, engineers, CEOs, lawyers, microbiologists, therapists, journalists, company employees and the list goes on.

Our meetings usually consist of the school's organised meetings but also private meetings with our mentors as mentioned above. That way we get the opportunity to tag along to their workplace and gain information about the different professions in the specific branch. This helps us with decisions regarding the future, personal development, new connections, learn about university studies, and gain a friend or acquaintance rather than just a mentor chosen by the school.

Our personal experiences with The Mentoring Programme 2020-2021

Esraa:

My mentor is an emergency doctor, which is a profession I'm highly interested in. Unfortunately, because of the ongoing pandemic, I've only been able to meet her once. She has also promised me a possibility of tagging along with her to her job at the hospital to get a closer look which I am very thankful for!

Mathilde:

My name is Mathilde Andréasson and I am in the final year of the natural science program. I have a big interest in biology, and I am thinking about becoming a biomedical analyst after I graduate.

My mentor is called Erika Matusheck and she works as a microbiologist. Me and one of my classmates both have Erika as our mentor, since we have similar interests in what we want to do in the future. We met for the first time at the first mentor breakfast meeting, and after that we have had a few meetings via zoom. We were also planning on visiting the laboratory Erika works in, but due to covid-19 this was postponed. Erika has helped me get an insight into the profession I am thinking about doing after graduation. She has a long experience in the field and has also been able to give me tips on what universities and programs I should enroll to achieve my goal.

Hannah:

My mentor is Ingela Nåsell and she is currently the head of communication for the pharmaceutical company Pfizer, but she started out her career as a teacher. Having a mentor has helped me in a lot of different ways. When I started the programme I didn't know what I

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wanted to do after graduation. Me and my mentor brainstormed ideas until I had somewhat of an idea about how my future would look like. She has also been of great support when it comes to managing stress.

Diana:

I did not have my mind set on what kind of profession I like to pursue. I was interested in medicine and engineering, fortunately I got a medical student who is performing her AT in Växjö. We have only met once at the breakfast meeting, we also planned on having a digital meeting. My mentor Thilde actually graduated from ProCivitas and later attended her medical studies in Linköping.

Timeline of the mentoring programme in Växjö

August	Matching mentors and students
September	Matching mentors and students
October	Mentors breakfast 1. Students meet their mentors for the first time
November	/
December	Mulled wine (glögg) mingle with activities and Christmas gifting
January	/
February	Study visit at university/company and lecture Marketing campaign at school for upcoming mentoring programme (next semester)
March	After Work at school with a lecture Marketing campaign at school for upcoming mentoring programme (next semester)
April	Marketing campaign at school for upcoming mentoring programme (next semester) Creative information meeting with students and the 2nd year students hand in their application for the upcoming mentoring programme year
May	Selection process and matching mentors and students for the upcoming semester Final lunch at a local restaurant and diploma and present share-out Evaluation

7.3 Mentoring programme in work in Croatia

In this chapter, students from Private school Futura wrote down how an internal Mentoring programme worked during the first two years of taking part in the Erasmus+ project of the same name. There were some downfalls, some successes, as well as some challenges and hopes for future implementation of the school's mentoring system.

Previous Experience

During the previous school year (2019/2020), Futura decided to conduct a mentoring programme during the second semester. It was supposed to be kind of a pilot program, lasting only 5 to 6 months. It would help graduate students better define their interests regarding college. To school staff it was supposed to help detect possible problems in conducting the programme and maintaining relationships between students and their mentors.

In this stage, staff detected two problems. The first was that students were hard to motivate for participation because their parents had a stable job or a company so the students didn't think about their future, they didn't want to bother with work or they didn't see a point in participating. The second problem was that students' interests were very specific – most of the IT students were interested in game development. It turns out, professionals from this industry are quite busy and hard to reach, so we had to find matches in different fields of the IT industry.

In the end, 6 of Futura's students were willing to participate. School found them mentors who were the match to some extent, but unfortunately, COVID-19 crisis happened, along with the devastating earthquake in Zagreb. It stopped all extracurricular activities in the school.

Current Situation

Two IT students from the final grade are taking part in a mentoring programme for this school year. It sure would be better if there were more of them, but forcing participation is simply not the solution for the problem. For both students who applied, Futura's staff tried to find matching mentors both in professional and psychological matters. It is likely a case for one student, while for the other – who was interested in already mentioned game development – was a bit harder so we hope that at least they will be a character fit for each other.

First meeting was conducted on November 16th. It was an informal meeting organized in a diner nearby the school. The meeting went very well, students were thrilled by their chosen mentors. They exchanged phone numbers and they both couldn't wait for their next meeting. One student reflected shortly upon the meeting:

- We talked about future plans and we discussed about college. I really like my mentor and I'm looking forward to working with him again – said Helena (4th grade IT technician) who is interested in front-end development and who got for mentor Matej Janjić, Javascript Engineer from IT firm "Infinum". He also turned out to be good psychological match to the student.

Future plans

Here is the potential schedule of mandatory meetings within Futura's mentoring program. It is just a plan that might be changed due to given circumstances.

These four meetings are obligatory and school has to organize them, while other, informal, one-on-one meetings are up to students. School staff responsible for mentoring programs will every now and then check with students if they are in contact with their mentors and how the collaboration is working. Topics and locations of both formal and informal meetings will be subjected to arrangement and flexible. Regular school activities and schedules for students participating in the mentoring program would stay the same as for the rest of the students.

Challenges

Futura's staff expects that we will have some obstacles for smooth realization of the project in the future. First one is students' motivation to participate. Many of Futura's students either don't have specific wishes about their future job or they are planning to work for their parents (who, in many cases, have their own businesses). This makes them less motivated because either they have lack of vision or they feel like they don't need additional contacts and/or perspectives.

Second one is finding adequate mentors. When students express interest in some specific field, it can be hard to find a professional from that industry – like Futura already experienced while reaching out to game development companies. Finding psychological matches is also not so easy because Futura still haven't figured out the system which would work best.

The third one – which occurred this year – is the amount of flexibility or, to say better, what to do when some extraordinary factors interrupt implementation – like COVID-19 crisis.

Futura hopes that situations like this will get better and won't happen again for a very long time, but still, Futura will plan ahead many different scenarios.

Opportunities and benefits

Also, there are some opportunities which will rise with duration of the programme:

For school

The longer school implements the programme, the better it will get. Futura will learn, both from mistakes and successes, and try to upgrade the programme with each new year. With the longevity of the programme, Futura's staff expects that finding new mentors will be easier because they will (hopefully) have previous mentees as new mentors at some point of time. Along with longevity, reputation and usefulness of the programme will be an additional argument for the students' motivation to participate. Finally, this reputation and usefulness could be a part of our school's image in public. This is important because Futura is a private school and we have to offer as many additional values as we can so we can attract more students (but also, more mentors).

For students

Students from Private school Futura detected three potential benefits of their participation in the school's mentoring program. The first one is regarding the actual start of their careers. They feel like the mentoring program will help them find internships or make finding their first job easier. They think that participation will help them gain experience to know where to start, how to act and what to expect in the business environment. The second is the general benefit of having more acquaintances in the sector of their interest while the third is psychological benefit and opportunity to develop soft, social skills that are valuable for gaining and maintaining business networks.

In general, Futura's hope is that our students will, by time, be more aware of the importance of active engagement on building a path to their better future. Futura hopes that they won't fall into given frames, but that they will work their own way towards the career of their dreams.

7.4 Mentoring programme at work in Italy

Mentoring programme: the origins

The Mentoring Programme started in 2018-2019 when we learned about the Erasmus+ mentoring project. Before that the school students had experienced a work-study internship in the last 3 years of the course during which they had been involved, for up to 200 hours, in work activities in local schools, hospitals, charity organizations or other companies.

The Erasmus+ project gave us the opportunity to learn more about mentoring and in particular, during the meeting in Växjö, the Swedish partners talked about their own mentoring programme and supported us in the making of our own. We were very enthusiastic because we understood that this programme could take us to personal and professional growth by selecting a mentor for each of us and taking into account our personal interests and talents.

In our former work-study experience we were often randomly assigned to our internships, and given generic tasks to do, while the mentoring programme actively involves us in the mentor selection process. This change of perspective certainly makes the difference and gives us the opportunity to reflect on our skills, our gifts and our potentials, which is the first step in the building of a successful future.

Mentoring programme: the present

In the second term of the school year 2018-2019 teachers and students involved in the Erasmus+ disseminated the mentoring programme in our school and invited students to apply for the project. Six students were selected for the upcoming mentoring programme. In the summer teachers identified some potential mentors in line with the students' requests in the application forms. In the school year 2019-2020 two mentors-mentees meetings were organised but only one was actually held in the school auditorium because of the Coronavirus prevention norms.

During this meeting (February 14th 2020) the mentors gave lectures about their work experience but they also had time to talk face to face with the students during lunch time. Subsequent individual meetings and text messaging were held on social media platforms such as Twitter, Skype, Instagram etc.

Gaia was interested in teaching Spanish and her mentor was a young Spanish teacher, Gabiele's mentor was the mayor of Camaiore because he applied for a politician, Costanza and Angelica were fond of both languages and design and they were assigned a young book illustrator and editor, Caterina, whose dream was to become a business woman, was introduced to a self-made business woman who works in the field of organic plants and herbs. Finally, Filippo, who was very confused and worried about his future, was supported by a lawyer who has experience in University students' orientation.

Mentoring programme: the future

During the 2020-2021 School Year the Coronavirus prevention norms have hindered the mentor selection process and also the dissemination activity because the distance learning prevents them. Nonetheless our mentoring agenda will possibly resume in the first months of 2021 following the same schedule of 2019, that is

Timeplan:

February-April 2021	Programme dissemination
May-June 2021	Letters of application
July-September 2021	Search for mentors
December 2021	First mentor-mentees meeting
March 2022	Second mentor-mentee meeting
June 2022	Mentoring Programme Evaluation

mentoring programme at CHINI

Venerdì 14 Febbraio 2020
dalle ore 12:00 presso Auditorium Liceo Chini

Gli studenti incontrano i Mentori:

Alessandra Cassarino
**Docente di Lingua e Cultura Spagnola,
Istituto Comprensivo Viani**

Deborah Cerri
**Traduttrice testi letterari ed audiovisivi,
ex alunna del Liceo Chini**

Laura Ciuccoli
Avvocato, Avvocatura Ateneo Università di Pisa

Alessandro Del Dotto
Sindaco di Camaiore

Elena Giannini
**Imprenditrice, Vice Presidente Coldiretti Lucca,
ComponenteCoommissione Pari Opportunità e
Presidemte Comitato Imprenditoria Femminile**

A cura delle prof.sse
Bambino, Bertilorenzi, Mariotti

Provincia di Lucca - Commissione Provinciale **Pari Opportunità**

Erasmus+

iF comitato per l'imprenditoria femminile

COLDIRETTI

7.5 Workshops and lectures during the fourth LTT mobility

7.5.1 Social workshops to enhance collaborative work

During the digital mobility we put an extra focus on digital collaborative work and social activities. Each school contributed with one game or activity each so that all students felt invested and had the opportunity to challenge and develop their leader skills, their English language skills and their entrepreneurial skills.

Here is a short presentation of the different activities that were carried out:

- **Ice breaking game** - the students presented themselves by name, country and age and expressed their expectations on the week' exchange
- **a Kahoot** - a musical quiz during which the students completed individually against each other.
- **a game called "Virtual body language"** - the students were divided into small digital groups and given an instruction to follow. The reason for the game was that during a video call we usually mute microphones in order to avoid disturbing background noises and that this can hinder spontaneous communication. Can body language then help the communication? The students taught each other body language used in their different cultures and together formed pictures expressing emotions.
- **Speed dating online**: The students were divided into small digital groups and given a questionnaire to use when getting to know each other. The person asking a question picked one from the list, addressed it to a special person (person B) who answered. Then that person picked a new question and addressed it to another student in the group. The group leader made sure that all students got and asked questions.
- **A final Kahoot** - a quiz held on the final day of the exchange (Friday). The questions were based on the workshops and content of the week but also on trivia about the mentoring programme exchange.

7.5.2 Workshop: How to motivate and to be motivated

During this workshop the students watched two videos about stories which were meant for the students to reflect on how to motivate and how to be motivated. The first video we shared with our partners was called :"The obstacles in our life" Life is a path. Everybody walks on his/her own path. There will be a lot of obstacles, but we have to dare to remove them.

We should not blame others for difficulties in our life. In the video we saw that only the peasant after pushing and straining managed to remove the stone. The others passed by and blamed the King for not keeping the road clean.

The moral of this video is that every obstacle we come across in life gives us an opportunity to improve our circumstances, and while the lazy complain, the others create opportunities through their kind hearts, generosity and willingness to get things done. We can see results only when we face challenges. When we make efforts, when we do our best, then we are rewarded.

The second video: ''The secret to success" is to talk less, do more and never stop developing our skills in each aspect of our life. We should complete all tasks with diligence and dedication. No one pays attention to a light bulb that is always on. It is only when it goes off, people suddenly take notice and realize that they have been taking it for granted. But if a light bulb goes off frequently, then sooner or later it will be replaced by someone that is more reliable.

The moral of this video is not to take our parents, friends and teachers for granted. They are always there for us, but one day they will disappear. We have to be reliable people, always ready to help others. We should not let ourselves be taken for granted by the others. Making constant efforts will give us the great award: balance and success in life.

7.5.3 Workshop: Creating a website for non-programmers

The goal of this workshop was to inspire students to develop IT skills and also to have practical experience of building a website with the most popular CMS - WordPress. In the beginning we talked about the Information age: what principles does it have, what makes it special and differ it from the other eras. With interesting examples of the speed that technologies evolve and about the exponential growth. Then we had practical exercise: to create a website that shared students' experience in this Erasmus+ project (good memories, friends you met, what you have learned).

Students were using the CMS platform WordPress - https://wordpress.com. They created some nice websites and had the chance to show each other what they did.

7.5.4 Interviews with mentors to students at PGT "N.Y. Vaptsarov" - Vratsa

Bulgarian students have interviewed mentors who takes part in the Bulgarian mentoring programme and they have many years of entrepreneurial experience and experience in management positions. These people are Varganova /Local business companies/ , Georgiev /Chamber of Commerce and Industry, Emiliyan Kadiiski and Bozdidar Tsvetkov /IT

company mentors/, Ilona /Junior Achievement Bulgaria, a trainer in emotional intelligence, transformational coaching, a mentor supporting women who have experienced violence at the EMPROVE Foundation /., Nesrin-Chamber of Commerce and Industry.

To all of them, "The purpose of life is not to be happy. It is to be useful, to be honorable, to be compassionate, to have it make some difference that you have lived and lived well." That quote contains the whole meaning of mentoring, because the accumulated experience, accumulated knowledge, accumulated losses and successes are the only way that through mentoring, they can pass on to young people and all those who want their development. Will it be in business, will it be in sports, will it be in art, in every sphere of life, even personally, absolutely as individuals, to build their characters, to build their strong qualities that they have,that is, to bring out their strengths.

Our mentors like to tell students and all the students they work with, and clients that the world needs the Great Self, and the Great Self contains a built personality, physically, emotionally, mentally and spiritually elevated.

The main ideas they mentioned in their interviews were about the future generation of Bulgaria that is the future generation of the whole world, about the valuable people and how to educate them in entrepreneurial thinking.

In PGT "N.Y. Vaptsarov" - Vratsa, the mentors work with a team of boys and girls and individually. They are great young students who impressed the mentors by the fact that they are ambitious, with their typical characteristics, each of them with its specificity as a character, as a manifestation of this character, habits, etc. Mentors were most impressed, first of all, by their technical knowledge, which they acquired in the vocational high school. Also, it is very valuable to be able to get this ``click``, this connection between the mentor and the mentored one. It is also important that the person who would like to have a mentor, really wants one. And then the souls meet, then a very successful result can be obtained.

In conclusion, the mentoring give them discipline, relationship, some things that they are not taught in school. What mentors told them: "Thank you for your trust! Thank you for asking us to work together, "Tell me and I will forget. Teach me and I remember. Involve me and I learn"

Use mentors, you will meet many mentors in your life. Ask for mentors and when you are involved in the process, you succeed".

8. SUMMARY AND CONCLUSION

The objectives of the project "Enhancing the possibilities of the future with a mentoring programme" was for students to gain self confidence, thus enhancing their possibilities for a better future. The project's duration was between December 2018 and February 2021. During the project teachers, staff and students from 4 different schools in Sweden, Italy, Bulgaria and Croatia have collaborated, learned about their different schools, different school systems, local business sectors, how to work with mentoring and learned about differences in cultures. It has been a most rewarding experience!

This project aimed to give our students self-confidence through:

- **better knowledge on business and mentoring**

During the project the students have visited and taken part in interviews with representatives from local businesses in each country. The students have gained a greater knowledge of the different business sectors. We have learned about what is expected from you when applying for a job, the importance of networking and which personal and professional skills that are appreciated in the business world, for instance how to conduct yourself and how to communicate.

When the project started ProCivitas Växjö, Sweden had a mentoring programme with 25 participants. Now in 2021 the mentoring programme has grown and has 90 participants: 45 students and their mentors. The other schools in the project did not have a mentoring programme when the project started and the pandemic was a challenge. During the year

19/20 all schools launched a mentoring programme. Profesionalna Technicheska Gimnasia, Vratsa, Bulgaria has 16 participants this final year: 12 students and 4 mentors, Private school Futura, Zagreb, Croatia has 4 participants this final year: 2 students and 2 mentors and Liceo Galileo Chini-Michelangelo, Italy has 12 participants: 6 students and 6 mentors. For two of the schools the mentoring programme had more participants during 2019 and 2020 then this final year. The pandemic put a hold on the progression, but the plan is to keep the mentoring programme growing in the future in all schools. The students say that they have gained a better knowledge on business and how mentoring can help you. We are very happy with this development and are looking forward to developing the mentoring programmes even further when the pandemic is over.

- **a growth mindset for a more positive and strong belief in themselves**

During the project the students have been challenged with different tasks. Before each mobility they have prepared a slide presentation that they then held in English infront of all the participants. During the different mobilities they have then also taken part in different group activities, competitions, interviews and presentations. This has helped them believe in themselves when experiencing and learning new things. The final mobility had to be a bit different than the others. Instead of travelling to Bulgaria we carried out a digital mobility for 5 days. That was another challenge that the students had to take on. And they did it really well! The evaluations from all mobilities clearly show that the students have gained a growth mindset and a more positive and strong belief in themselves.

- **enhanced abilities to create networks - both locally and internationally - which will be useful for their further education and future jobs**

This project has enhanced the students' abilities to create networks - both locally and internationally. During the mobilities they worked together in different groups, interacted, spent time getting to know each other and we can see that students are still keeping in touch with each other. Through the different meetings with local businesses and the mentoring programmes the students' local networks have expanded.

The students have also taken part in different workshops about communication, motivation, how to hold an elevator pitch when meeting a mentor or applying for a job, how to create a web site etc and all those workshops have somehow been about how to develop yourself and your contacts.

The objectives of this project are also to:

train and teach the students about equality

To be aware of the different challenges a person can encounter depending on gender, age, financial situation, nationality or e.g education is something that is essential in life. This project has aimed to teach the students about equality and these challenges through the visits to the different countries.

During the project all students have been equally supported and encouraged to take part in all the activities. It does not matter if you are disabled, female, male, younger, older, socially challenged etc all students have taken part, worked on their entrepreneurial and English skills and to see the different challenges a person can have, have taught the students about equality.

create/compile a Mentoring manual

During the project the teachers and students together have compiled a mentoring manual. In it you can follow the process of the project from the first mobility to the last. The manual presents the different schools, the project and a variety of workshops that have been carried out. It gives you a working plan and inspiration if you are interested in mentoring.

We hope that the manual can inspire more schools to start a mentoring programme thus giving their students the chance to "Enhance their possibilities of the future with a mentoring programme"!