



MAB PROJECT  
**MENTORING**  
ACROSS  
BORDERS



Co-funded by  
the European Union

mentoring programme  
**METHODOLOGY**

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PART 1

# **Didactic Architecture**

## 1.1. The training aims

The “Mentoring Across Borders” (MAB) project aims to favour the active inclusion of young people aged 18-30 into the labour market and consequently in society. Reaching this objective is made easier through a training path of involvement of senior expert volunteers as mentors in an **intergenerational mentoring environment**.

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*Assumption*

In the MAB context, **mentoring is a confidential agreement<sup>1</sup> between two people** and they alone decide the content and what they want to achieve. One person serves as **a mentor** who provides support, and the other as **a mentee** who would like to work on a specific issue.

In a first get-to-know-you meeting, the mentee can express their wishes and ideas to the mentor and describe the problems they expect the mentor to help them overcome. The mentor then decides whether they will be available to the mentee as a companion/motivator for a specific period of time. If both agree, **the target agreement** should be drawn up, containing: the issue to work on, how often and for how long they will meet, and a confidentiality notice.

The mentoring can be ended at any time by either mentor or mentee without giving reasons.

Training for mentors strengthens the awareness about what they are doing, making them aware they will have to set an example for younger people they will be paired with: **each mentor** will be a **motivator** for their mentee, as well as a **facilitator** – e.g. in choosing a certain professional career or training curriculum. They may need to acquire specific interpersonal skills in order to discover the right way to communicate with younger people.

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<sup>1</sup> A **Non-Disclosure Agreement** (NDA) is a confidentiality agreement by which one party guarantees the other not to disclose to third parties certain private or confidential information of which it becomes aware, any form whatsoever. Only information that is strictly necessary for the implementation of the MAB methodology will therefore be respectively disclosed to the mentor, mentee or mentoring hub: these include personal data (e.g. name, surname, age, email, phone number), information on the fields of study or work activities, the languages of preference and the topics on which the mentoring activity has to focus. All the collected data will be processed under the EU General Data Protection Regulation (GDPR EU 2016/679).

For **mentees**, it is important to follow a specific path that can upskill and bring them closer to work introduction systems or Vocational Education and Training courses.

To ensure the commitment of individuals is embedded and guaranteed within a precise organisational scheme, **the nodes of the mentoring network** that MAB intends to build will be organisations acting as **mentoring hubs** and, therefore, will be called upon to support mentors and stimulate mentees to join them. Representatives of these organisations will be trained in the MAB methodology so that they can continue – if they want – to carry out their important tasks even after the end of the project.

The MAB methodology relies on a specifically designed and developed **web platform**, through which mentors and mentees from different European countries will be reached, involved and paired with each other. This platform is the means to provide eventual **cross-border mentoring**.

Specific training about the use of the platform is foreseen for the mentors and mentoring hubs.

## **1.2. How to deal with the mentoring process**

The roles of mentor and mentee are defined when they first contact each other. The **mentoring process** foresees that the older mentors and the younger mentees work on these steps:

1. First contact between mentor and mentee through the MAB platform;
2. Meeting in a public place (if possible) or online to get to know each other;
3. Discussion about the help or support needed by the mentee;
4. Decision about whether mentor and mentee want to work together or not;
5. Signature of an online “Terms and conditions” page – published on the MAB platform – which both mentor and mentee agree to accept, to mark the official start of the mentorship.

The first element to keep in mind is **to emphasise confidentiality** to create the necessary relationship to build “in tandem mentoring”. The general scheme of the first meeting, which may vary depending on each particular situation, foresees a mutual introduction and the identification of the issues to work on. The first meeting ends after both parties have agreed on further steps: date, location (maybe online) and what to do in case of illness or non-availability for different reasons. The mentor should forward the **agreement** and the **initial report on mentoring support** to the reference mentoring hub.

The mentor and mentee can then meet whenever and for as long as they want.

The mentor will produce **3 main and more thorough reports**: one at the beginning, after the first mentor-mentee meeting, one in the middle of the mentorship and one at the end, after the last meeting. The final report will be compared with the 2 previous ones, to understand which improvements have been made, and to what extent, from the beginning to the end of the mentoring process and to evaluate<sup>2</sup> the overall mentoring programme experience and the learning outcome of the mentoring process.

**Very short reports, after each mentoring meeting**, will also be filled by the mentor to keep track of the work done at any single step and to help in the finalisation of the 3 main reports.

**All the reports will be filled out online on the MAB platform.**

### **1.3. Relationship between mentor and mentee**

During the whole duration of the mentoring period, the mentor becomes a motivator for the mentee and ensures that they can best inform about unexpressed or only partially expressed potential. In the relationship of trust that can be created within each pair, an important role is played by the long experience of the mentor in the world of work, besides their motivation as well as the desire to actively and fruitfully commit themselves and take action. But it is

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<sup>2</sup> To be further defined in a specific evaluation methodology.



also crucial to the empathetic relationship that can be created between the two, provided that the mentee decides to be collaborative and open and that the mentor-mentee matching is based on competence, pragmatism and mutual compatibility of attitude. The mentor should have a training or professional experience coherent with the mentee's prevailing field of study and with their present or desired future profession (e.g. economic, technical or craft professions).

The mentor and mentee should mutually agree on the training schedule for the mentoring programme sessions.

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*Focus on*

To proceed in the **selection of candidates to be matched**, the following are the features to be taken into consideration:

1. The mentor and mentee need to speak at least one common language to understand each other. Talking about a transnational mentoring methodology such as MAB, in fact, the presence of possible language barriers can invalidate even potentially promising pairings between mentors and mentees;
2. The mentee's country of origin, in order to give the mentor the opportunity to correctly approach the mentee making use of any cross-cultural fertilisation skill they may have;
3. Educational and professional fields should be as compatible as possible in the pair mentor-mentee;
4. The willingness of the mentor to work with younger people;
5. Current availability of both mentor and mentee, so that they can meet up regularly;
6. The number of mentees already supported by one mentor, so the mentor can guarantee sufficient time for all the younger people they take care of;
7. The presence of skills to eventually comply with the special learning needs of the mentee;
8. The mentee must be determined to make a regular commitment over time to listen and practise their mentor's advice;

9. Open-mindedness, as far as possible, especially given the age gap;
10. Flexibility and a spirit of adaptation regarding the meeting times and places (physical or virtual).

#### **1.4. Features and matching criteria of mentors and mentees**

Considering the mentioned aspects that have to be assessed for a successful mentor-mentee relationship, features and matching criteria are as follows.

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*Features of mentors*

A mentor should:

1. Be at least 50 years of age, focusing on retired people and on those close to retirement to facilitate active ageing;
2. Be interested in offering voluntary mentoring to younger people;
3. Have current availability;
4. Have skills as close as possible to the mentee's training needs;
5. In general an older professional willing to be active in society;
6. Have a generally positive and optimistic outlook on the world and life, so as to be able to adequately motivate the mentee;
7. Have good listening skills;
8. Have good dialogue skills, to bring out solutions that the mentees may already have inherent within themselves, but are unable to express;
9. Be available to provide feedback continuously throughout the learning process.

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*Features of mentees*

A mentee should:

1. Be between 18 and 30 years old;
2. Have struggled in some way in their field of work or during their studies;

3. Be currently available and willing to receive mentoring;
4. Be determined to make a regular commitment over time.

In the pair mentor-mentee, the two candidates should have:

1. At least one language in common;
2. Educational and professional fields as much compatible as possible;
3. Open-mindedness, as far as possible given the age gap;
4. The ability to listen to and understand each other, especially when dealing with difficult issues;
5. The constancy of meeting with continuity, by focusing on the issues that the mentee considers most important;
6. Flexibility and a spirit of adaptation regarding the meeting times and places (physical or virtual).

## **1.5. Features of the mentoring hubs**

Mentoring hubs must also meet specific criteria to be considered as such. Here are some characteristics they must have:

1. A vision oriented towards generating social impact and preferably, but not necessarily, a non-profit organisation status;
2. Preferably but not necessarily, previous experience in organising intergenerational mentoring initiatives, even on a small scale;
3. The willingness to grow and develop the previous mentoring experience potentially making it a large-scale one, or to start mentoring initiatives;
4. The ability to work with different generations (younger and older people), demonstrating the ability to gather the needs, aspirations, features, and skills of each generation, as well as to harmonise them to create an effective synergy work;

5. A minimum level of defined internal organisation, not necessarily vertical and rigidly hierarchical, but where an outline organisation chart of the division of labour and competencies can be identified;
6. Shared management principles oriented to transparency and sustainability;
7. A membership base of people who have or have had active roles in the world of vocational training or work in general;
8. Preferably, but not necessarily, the presence of members who have work or volunteering experience abroad in their CVs;
9. Some members with basic computer skills, to be able to enter data and operate on a web platform dedicated to managing the mentoring process;
10. Preferably but not necessarily, previous experience at the European and international level, e.g. gained through participation in European projects or missions abroad;
11. The willingness to open up to a new dimension that is no longer only strictly local or national, if the organisation's past is lacking in activities at a European level. The MAB methodology envisages people's involvement at a transnational level.

The mentoring hub must be willing, as an organisation, not only to match mentor and mentee but also to establish a collaborative relationship with both. It must make itself available to advise the mentor on how to manage the mentoring process in general and how to handle any critical issues in the relationship with the mentee. Likewise, it should make itself available to the mentee to solve any critical or conflicting situations with the respective mentor, even going so far as to propose the dissolution of the pair and a new matching, in the event of serious incompatibilities.

Mentoring hubs should also facilitate an exchange of experiences between mentors, e.g. by organising meetings where they can exchange advice and opinions: this often proves to be very helpful in strengthening and continuing their commitment.

Since the MAB project is only time-limited experimentation of a more far-reaching methodology, which is intended to be geographically transferable

and replicable in the future, the mentoring hub must also be willing to be a continuator of the MAB methodology, committing itself to its future sustainability, to its further widespread dissemination, as well as to a necessary future updating and readjustment of the methodology itself, which will become necessary based on socio-demographic changes and the progressive mutation in the needs of the younger generations.

## **1.6. The expected results of the learning process**

**The MAB methodology is a mentoring process valid in Europe, focused on social inclusion and that can favour the approach of disadvantaged younger people to the world of employment,** improve the level of their key competencies and skills – particularly those related to the professional field, but also those related to their overall successful integration in society – through the involvement of older expert volunteers in an intergenerational mentoring relationship that can be maintained from the medium to long term.

The methodology, which has to be implemented through a strict collaboration between sectors of education, training and business, is aimed at promoting the active inclusion of disadvantaged young people into the labour market as well as into the training system.

At the end of the mentorship, mentees are expected to be able to individually achieve a set of goals, such as passing difficult exams, completing their vocational training and/or being put in a position of equal opportunities in order to compete on an equal footing with other candidates for a desired job position.

The possibility of a failure of the mentoring process is always contemplated and it is not sure that this process can be 100% successful: for example, an agreement can be terminated due to the mentee's unreliability, their decision to stop the mentorship without giving particular reasons for their choice, inconsistency between mentor and mentee or possible personal problems of the mentor.

The major expected result of the learning process involves enhancing the employability perspectives of the target group, by strengthening links among the youth field, senior volunteering and the labour market. Younger people may reduce their vulnerability and disadvantage by widening their set of soft and employability skills and approaching work placement networks with greater awareness. In turn, older experts strengthen their active contribution to society, making service to themselves and the community. In the long run, the alignment of the educational and training system to the labour market's requirements – in terms of new skills for future workers and closing the gap between education and business – is promoted.

In the short term, the mentees will find confident people with whom they will feel free to express themselves since mentors will not be perceived as their teachers. Then the successful implementation of mentor-mentee pairs will increase the quality of youngsters' training: they will be empowered and qualified to better search for a job or professional training and able to better identify their soft skills and competencies, which can be useful also in the labour market.

The mentees will be helped by mentors to understand what is not working in their working or training career or their lives and what might have put them in crisis or made them lose their way: so, they will be able to react, by focusing on what they want to achieve in their lives and on which paths they want to take. As a long-term effect, they will become aware of their personal values and will increase their self-confidence and become able to reconsider their behaviours and prejudices, develop critical thinking, identify problems and solutions on their own, increase their social, civic and, in some cases, intercultural competences and to better integrate into educational or vocational environments. As a result, they will be able to find better and more satisfactory job positions, from which their whole life might be positively changed.

The mentors, in the short term, will enrich their expertise with new knowledge on mentoring and learn how to use a digital platform for mentoring purposes, thus narrowing the digital divide. Their awareness about the needs of disadvantaged younger people, as well as about the most effective solutions for them will become bigger in the medium term. They will verify how important

it is not only to be trained by already experienced older people but also to periodically share experiences. They will become proficient in building solid relationships, based on mutual trust, with their mentees. As a relevant long-term effect, the mentor's sense of social utility and personal satisfaction will increase, contributing to active ageing. Thus they will be able to deal with difficult situations and cope with the frustration and feeling of defeat that may result from not being able to solve all of the problems of youth in hardship: even if these events occur, mentors will learn a lot by admitting their limitations and considering themselves useful but not indispensable.

## **1.7. Two best mentoring practices as references**

### **VerA**

<http://vera.ses-bonn.de>

The VerA “Verhinderung von Ausbildungsabbrüchen” (avoiding drop-outs) best practice has been successfully applied in Germany since 2008 and is funded by the Federal Ministry of Education and Research. It provides a personal mentor who is familiar with the professional world to each young person with difficulty in their training. The mentor has time to dedicate and an open ear for the problems of mentees and can help younger people overcome obstacles in their education and working process and prepare for inclusion in the labour market.

This best practice is based on:

1. Continuous and qualified assistance of the mentor towards the mentee;
2. A specific commitment that mentors and mentees mutually undertake by signing a written confidential agreement;
3. Continuous assistance and training of mentor in carrying out her/his function, thanks to the help of a headquarter (HQ) carrying out the programme;

4. Voluntary participation in the programme of both mentors and mentees, a factor that increases the motivational element in fruitfully completing the mentoring path.

The HQ continues to assist mentors by organising an introductory seminar for new ones, answering their questions, and releasing print products that may be useful – such as flyers, fact sheets, and posters for senior experts, juniors, and other multipliers.

These characteristics make the VerA methodology very similar to the MAB one, which is strongly inspired by VerA. **The main differences are that in VerA the mentor and mentee normally meet in person and not online, and the mentee already has a valid contract for an apprenticeship whereas MAB does not foresee this clause** – it is sufficient for the potential mentee to declare their condition of difficulty.

95% of the participating apprentices recommend VerA mentoring to their friends.

## **EvolYou**

<http://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-IT01-KA202-007472>

The EvolYou methodological model of mentoring has been tested within the homonym project from Oct 2019 to Jan 2022, caught public interest that earned it the official assessment of **Erasmus+ Good Practice** from the Italian Agency INAPP in early 2023. It is based on social inclusion and volunteering involving senior experts in an intergenerational activity in favour of disadvantaged young people.

187 disadvantaged younger people have been made aware of the challenges related to entering the professional world and have been trained and upskilled. 90 senior experts have been trained in mentoring, in order to create 170 mentor-mentee tandems. 152 disadvantaged youngsters – i.e. 81% of the participants in the pilot tests – have successfully completed their training path and enriched their CV with soft and employability skills, supporting their entry into the labour market. 88 stakeholders from the volunteering and Vocational Education and Training (VET) sectors have expressed interest in the project:



e.g. VET institutions that have expressed their interest in the EvolYou model and have activated didactic paths addressed to young people in difficulties, by making, as a consequence, their disadvantaged learners able to finally find their own way in the world of training or employment.

**The MAB methodology is in natural continuity with the EvolYou one,** but there are two main differences.

- **The EvolYou methodology foresees a national adaptation** depending on the country in which it is used. It has been applied **to different target groups** in Italy, Spain, France and Finland. On the other hand, the MAB methodology does not envisage national adaptations and differentiated targets according to the countries but is built to be as pan-European as possible and is presented in a more simplified format so that it can be applied more easily in countries where the mentoring is in its infancy and does not yet have a long-standing tradition – such as in Eastern European countries.
- The EvolYou methodology **is essentially designed to be applied in presence, face-to-face, and does not foresee transnational mentoring,** nor online and remotely through a platform ad hoc created – as is instead envisaged in MAB. However, it is necessary to point out that, given the adjustments that EvolYou had to undergo due to the Covid-19 pandemic, many activities originally planned in person had to be transferred online. Furthermore, the French version of the EvolYou didactic experimentation – “Objectif Réussir Apprentissage” <http://objectifreussirapprentissage.fr> (ORA), which is continuing successfully its autonomous path thanks to funding from Next Generation EU – had already led to the creation of a web platform, limited to France, for the matching between mentors and mentees.

## **1.8. How to carry out effective monitoring**

**Monitoring means keeping track of the mentee’s progress.** That’s why the **digital platform** will provide **fillable templates** to implement monitoring,

which will be as standardised as possible to avoid cross-country differences. The platform will also be used to collect and store in a single virtual space all the results of the monitoring itself, deriving from filling in the forms mentioned above.

As a good practice, during the whole mentoring process mentors constantly monitor the progress of mentees by interviewing them to assess, with specific **questionnaires** if they have improved their learning/training outcomes. The **periodic interviews** are also aimed at determining if they have developed practical abilities for their future working life and have decided to undertake a new professional/educational path.

Monitoring the success of the training support is based on uniformly designed **reports**, to be filled by the mentor at specified intervals. At the end of the mentoring path, they have to fill in a **final report** describing the mentee's accomplishment. The final report is compared with the initial one, to understand which improvements have been made.

The monitoring process is also useful for determining whether mentees have decided to develop their local language skills to improve their employment prospects (especially for foreigners and migrants) if they have increased their rate of motivation and if they have received adequate preparation for exams in vocational schools.

It is also envisaged that **mentoring hubs may assist their mentors**. In turn, **the mentors should have the possibility to evaluate the support provided by the mentoring hubs** that have engaged them, again **through the survey tool**, to contribute to the efficiency of their reference organisations.

It is the judgement of the mentees that should be given particular consideration: it is only them having a direct relationship with their respective mentors, who can give the best and most objective statement on the work of the volunteers, to determine whether the support received was beneficial to improve their disadvantaged starting situation or not. **A short questionnaire** should be submitted and administered by the mentoring hubs to the mentees **both in the middle and at the end of the mentoring process**, to compare the two periods and monitor the changes that have occurred in the meanwhile.

To evaluate the outcomes and effectiveness of the mentoring process, the MAB project – in the framework of which the MAB methodology will be tested – provides for the following indicators.

- At least **120 young people** (especially from South Eastern/Eastern European countries) will be involved in the MAB mentoring process, receive specific training and be interviewed to monitor the effectiveness of the training;
- At least **120 older experts** will be trained as mentors and appropriately assessed and advised on how to continuously improve their volunteer mentoring work;
- The work of **9 mentoring hubs** (and of the other potential additional ones that might register to the platform) will be naturally monitored through the final report filed by mentors: this will help each organisation to offer an ever-increasing quality of the support service they give to mentors.

Finally, all three MAB actors – mentors, mentees and mentoring hubs – should have the opportunity to evaluate the usability of the platform through an “IT support ticket” system, to allow developers to correct any bugs and constantly improve it.

PART 2

# **Mentoring procedure**

MAB mentoring involves the creation of one-to-one pairings between mentors and mentees. **The matching will be done through the MAB platform <https://platform.eumentoring.eu>, with specific criteria for identifying the needs and fostering the strongest possible mentoring experience. Mentoring hubs will need to approve all profiles for both mentors and mentees before publication on the platform.** These approvals will always be made by **one mentor** from the mentoring hub, with the **head of the mentoring hub** being ultimately **responsible** for them.

Given that providing mentoring will be the key common element in each national cluster within the project consortium, a precise common procedure will be set for activating each mentoring tandem: all mentoring hubs will propose the mentee candidates to their mentors to see if each mentor takes up the challenge of mentoring with that specific mentee. After the first meeting, each specific pair will be confirmed or not, depending on the initial compatibility between mentors and mentees who have been matched.

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*Procedure*

The establishment of a one-to-one mentorship is done according to the following procedure.

1. The mentor and the mentee register themselves online on the MAB platform;
2. The mentoring hub approves the mentor's and mentee's profiles authorising their publication on the platform;
3. The mentoring hub person in charge of the matching is notified by the platform of each registration of new users – both mentors and mentees. They assign a mentee to the mentor they judge as the best possible match for them and consequently send the mutual contact details to the mentor and the mentee. The mentoring hub staff responsible for overseeing the conclusion of the mentor-mentee agreement will receive an automatic alert from the platform that the descriptive parts of the agreement need to be completed as soon as the mentor-mentee matching has been approved. This person should be an experienced mentor from the local reference mentoring hub. Pay attention that the transmission of the mentee's and the

mentor's contact details have always to be made after the collection of informed consent in compliance with the EU GDPR ("General Data Protection Regulation");

4. After this first contact, the mentor will make a quick evaluation – based on the correspondence of their profile with that of the mentee (depending on the characteristics and skills of both, but also on the greater/lesser possibility of the mentor responding to the mentee's needs) – by confirming the assumption of responsibility or, otherwise, by noting that it's necessary to find another mentor. The same evaluation will be made simultaneously by the mentee, who could therefore refuse the matching with a mentor, even if the latter has accepted it;
5. The mentor will notify when they ended the mentoring in mutual agreement with the youngster;
6. Closed mentoring can always be reactivated a few months later by the young person if they still need it and have kept in contact with their mentor.

## **2.1. The starting phase of a mentoring process or a larger-scale activity to become a mentoring hub**

The starting phase of the mentoring process consists of the selection of appropriate mentors, taking into account the specific features of the mentor's profile<sup>3</sup>. Then the matching process via the online platform can begin; mentees are young people who need this service and that may show difficulties in the transition from school to work, stress at home (e.g. family problems), lack of social integration (mainly for foreigners and migrants), problems deriving from erroneous past behaviours. **The condition of difficulty is thus the possible trigger for beginning a mentoring process, although not necessarily:** such a process can also begin even if there is no difficult situation, but only because the mentee considers it important for their personal growth.

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<sup>3</sup> Cf. paragraph 1.4.

Since the entire mentoring process under the MAB methodology goes through the use of the digital platform, **mentoring hubs have to fill in an online form to apply for registration.**

Being best placed to assess within their networks, the inclusion of a new hub on the platform has to be approved by a “network organisation” or coordinating body of senior organisations which organises Info Days and Training Days<sup>4</sup>. When a newcomer organisation registers on the platform as a mentoring hub, a network organisation or coordinating body will have to take care of the new profile approval.

The MAB process starts involving 9 mentoring hubs from Albania, Belgium, Bulgaria, Cyprus, Germany, Greece, Hungary, Italy and Poland, with the main tasks of training mentors and matching them with mentees but it is open to new collaborations with want-to-be hubs (newcomers) within the same countries, or from other countries also. **The methodology provides the opportunity for cross-border cooperation between mentors and mentees and allows cooperation and networking of hubs among different European countries.** Therefore, to become a mentoring hub, it is not enough to be an organisation of or for older people with experience and a strong CV in designing, implementing and evaluating mentoring initiatives: the organisation needs **to embrace the idea of a projection towards a European dimension** if possible by demonstrating it already has a consolidated international activity behind it. When this international activity is lacking, it is essential that the newcomer organisation, candidate become a mentoring hub, starts that activity necessary to attract mentees to its mentors, for example, by demonstrating proactivity on the digital platform and the willingness of its members to learn how using it: **the use of the platform is essential, as it is the only access point for all mentees who request mentoring.**

The newly registered mentoring hubs have to agree on terms and conditions, especially on the financial ones, to avoid possible abuses, e.g. taking advantage of the MAB programme to gain customers and asking them to pay a fee (whereas gratuity is one of the founding pillars of the MAB methodology).

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<sup>4</sup> Ref. paragraph 2.3

In the process of involving both mentors and mentees, **word of mouth** can play a very important role at a local level – within the network of friends or contacts easily established in the associative world or among colleagues. It can help to spread knowledge about the MAB programme and platform where it's possible to register in order to undertake a transnational mentoring experience.

## **2.2. How to differentiate a mentoring activity according to the European country of reference**

As already mentioned before<sup>5</sup>, the MAB methodology does not foresee target groups' differentiation and national adaptation. However, this does not exclude the **possibility of operating a different target group for each country involved**, especially for mentor-mentee pairings where a large geographical distance is not foreseen and/or where the possibility of a face-to-face meeting is even envisaged. National adaptation can follow the priorities or issues that are considered most important in each country. For example, work difficulties (or opportunities) in different countries can be addressed with a model that can be adapted to the case, depending on environmental and culturally specific situations. But also in the case of the adaptation to local contexts and to different target groups, **the philosophy of the model is unique for all the tester countries and lies in tandem between an older mentor and a younger mentee.**

The MAB methodology has been shaped to be as functional as possible not only regarding the different features of the nine countries in which the pilot will take place but also regarding the different types of mentees to which the partnership can choose to address in each territory. A mentoring hub may decide, for instance, depending on the local economic fabric, the prevailing needs expressed by mentees or the pre-eminent competencies of its mentors, to specialise a mentoring process to ensure coverage of certain themes or sectors (e.g. crafts and manufacturing in Germany, tourism in Greece, etc.), but it may also choose not to specialise on any particular theme, thus trying to

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<sup>5</sup> Cf. paragraph 1.7 on the Erasmus+ Good Practice EvolYou (p. 15).



offer a tailor-made service, responding to each mentee's personal needs on a case-by-case basis.

### 2.3. Scheduling and timing

The MAB methodology will be tested during 18 months throughout four **macro-phases**:

1. Onboarding/training mentors;
2. Onboarding mentees;
3. Implementation of the mentoring activities;
4. Evaluation of the mentoring programme.

The MAB methodology should take into account the following steps, which are not compulsory, but strongly recommended.

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*Implementation  
timeline*

1. Preparation of training materials and contractual documents regulating the mentor-mentee relationship.
2. **Platform completion** to support the whole mentoring process, so mentors and mentees can register themselves and be appropriately matched.

During the registration process, the mentor has the opportunity to choose to which hub in their country of residence they want to be assigned.

In the case of matching across borders – i.e. if the mentor and mentee reside in different European countries –, the hub to which the mentor is assigned makes the match between its mentor and the foreign mentee and then follows the entire path of this pair from the beginning to end.

**To protect the privacy of both mentors and mentees, the platform will outline different levels of permissions and authorisations**, both regarding data access and functionalities available. Mentoring hubs will have the highest level of permission, while each mentor and mentee will

only be able to view the data of their respective partner of tandem – i.e. respectively, the mentee or mentor with whom they have been matched. This will allow, for example, mentoring hub staff to collect all reports on mentees drafted by their mentors.

3. Developing the network and identifying organisations interested in becoming mentoring hubs.
  - The “networks of organisations” organise **Info Days** aimed at informing, motivating and onboarding other organisations across Europe to become mentoring hubs: the general scope of an Info Day is to generate interest in the MAB methodology, express the benefits and responsibilities of being a hub and explain the process of doing so.

Within the MAB project, 2 online one-session per network involved<sup>6</sup> (8 events in total) are foreseen to be delivered 3 months apart<sup>7</sup>. These can take the formula of webinars, tester sessions or roundtables, taking into account location and language as well as the training materials already created. Each network is foreseen to host their sessions separately on different days. Note that only the networks will host the information days, targeted mainly at their networks and member organisations but open to any organisation interested in becoming a hub; other MAB partners should direct interested organisations in their countries to these info sessions.

- **Training Days** to prepare organisations willing to become mentoring hubs are organised across Europe, including a specific session on the platform use.

In the framework of the MAB project, for example, two events per network are foreseen, with the same periodicity, medium and language chosen for the Info Days (online, 3 months apart<sup>8</sup>).

Note that Info and Training Days are open for the participation of individuals, but mainly focused on organisations.

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<sup>6</sup> AGE, CEV, CESES (Belgium) and Vol.To (Italy).

<sup>7</sup> In July and October 2023.

<sup>8</sup> In September and December 2023.

4. **Onboarding and registration of older mentors** through 4 calls for participation announced by mentoring hubs every 2 months.

All the organisations that have joined the programme voluntarily as mentoring hubs have the task of announcing the calls for participants. Mentors, just like mentees and mentoring hubs, have therefore to register themselves on the MAB platform. When this is not possible – for example, due to the mentor’s lack of familiarity with digital technologies –, the mentoring hub staff will have to support the mentor in the registration phase to create their profile on the platform.

5. **Training of mentors** to prepare them for their crucial role in the mentoring programme.

The training might take place in two alternative forms, which can also be mixed:

- One experienced mentoring hub in one country trains new mentors acting as “multipliers” coming from different countries, during a face-to-face session lasting 3 days. The mentors trained during this initial workshop become able to train other mentors in their home countries;
- The training of the new mentors in the different countries is done directly by every mentoring hub.

In both cases – with or without the initial workshop – training in every country lasts one day and 2 trainings for mentors take place in each country.

6. Promotional activity to inform target groups and stakeholders, mainly through press releases and web sharing.
7. **Onboarding and registration of mentees** on the platform.
8. **Matching of mentor/mentee profiles and creation of the tandems**, on the basis of the following **matching criteria**: field of education, spoken language(s), field of expertise (which for mentees is a career expectation), object of mentoring (needs of mentees), type of mentoring (face-to-face or remotely) and language(s) for mentoring.

**The hub responsible for matching and monitoring is the one receiving the collaboration request – that is the hub of the mentee.**

The MAB platform proposes matches, which have to be approved by the mentee's mentoring hub. It collects data on mentors and mentees and crosses them to find lines of compatibility among different profiles. The mentee can visualise mentors' **anonymous profiles** potentially compatible with their one. The platform will notify these matchings to the competent mentoring hub, which will confirm them. The hub will have to contact the most suitable mentor about the collaboration. If the mentor agrees, then the process will continue, otherwise, other mentors who are in line with the search criteria set by the mentee will be contacted.

**Nothing is confirmed without final human supervision.**

In case the mentor and mentee already know each other, the latter can indicate this during the registration phase online. The mentee will be matched with the indicated mentor., the latter can indicate this during the registration phase on the platform. The mentee will be matched with the indicated mentor and both can directly agree on the mentoring agreement. In this case, the mentoring hub will only have a supervisory and acknowledging function.

The **procedure of interaction with the platform** is the following.

- a.* The mentee searches on the platform.
- b.* The mentee is provided with an anonymised list of mentors matching the search. If the mentee has included the option for transnational mentoring, mentor profiles from other countries also appear on the list.
- c.* The mentee sends a mentoring request to their hub through the platform. The collaboration request includes the search criteria inserted by the mentee and the search results provided by the platform.
- d.* The mentee's hub sees the request and all related search results on the platform.

- e.* The mentee’s hub sees the profiles of all mentors. The hub chooses the most suitable mentor for the mentee.
- f.* The hub sends a collaboration request to the selected mentor through the platform, including an anonymous profile of the mentee.
- g.* If the mentor accepts, the mentee’s hub “seals” the matching and starts the collaboration process. If the mentor declines, the hub looks for another mentor from the mentee’s search list and repeats step *f.*
- h.* When the collaboration is established, on the platform the mentor can view the mentee’s full profile information – and likewise, the mentee can view the profile of their new mentor. **The hub responsible for monitoring and supporting the mentoring collaboration is the mentee’s hub.**

## 9. **Training of mentees.**

When young people express their interest to become mentees, they are invited to watch a short training video regarding the mentoring process, the participation requirements, the obligations and other details functional to the process itself. This video will be posted directly on the webpage of the MAB platform dedicated to the registration of mentees, to be sure that, whoever signs, knows exactly what is expected by their involvement.<sup>9</sup> In any case, to avoid fake profiles and potentially hazardous situations, the new mentees’ registrations to the platform will always be approved by the mentoring hub staff.

## 10. **Mentoring one-to-one programme, lasting 6 months.**<sup>10</sup>

At the end of the path, the mentoring hubs will issue a **certificate of participation** to their respective mentees and mentors stating they have

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<sup>9</sup> Only after ticking the checkbox where the potential mentee declares that they have watched the video, an online form appears to apply for mentoring.

<sup>10</sup> In the MAB project, the 6 months of one-to-one mentoring can be included within the period dedicated to Task 4.2 “Mentoring activities implementation and evaluation”, lasting from February to December 2024.

successfully completed a mentoring path. The platform will also history how many processes each mentee and mentor has already completed.

11. **Evaluation of methodology and outcomes** produced by the mentoring programme is carried out during the mentoring activities implementation and after its conclusion, through questionnaires and/or interviews with participants.

## **2.4. Quality assessment of a mentoring activity**

To track the progress of mentees, at the beginning of the tutoring process, an initial report is prepared by the older expert. **The development during the mentoring process is regularly monitored** with intermediate reports, including interviews made by the mentor and self-evaluation forms filled out by the mentees. A final report is given after the mentoring path.

To assess the efficacy of mentoring, the initial report is compared to the intermediate and final ones by the mentoring hub staff, based on qualitative indicators (e.g. a satisfaction rating scale).

The mentor gives the mentee the final report as a record of the path they made together.

## **2.5. Communication addressed to advertise the mentoring initiative towards stakeholders**

The programme is based on the interaction with stakeholders from different fields: education and training, volunteering, employment and recruiting, business, public authorities and institutions, the Third Sector, politicians and policy-makers, representatives of the press, media agencies and from the Erasmus+ National Desk. It's crucial to keep continuous contact and constant communication with them. **All stakeholders should be viewed as chances to amplify and reinforce the programme's actions.**

A good strategy for directly involving these organisations or people, for example, is adding them as external experts and validators in boards or working groups in charge of assessing quality and general evaluation, to share the objectives and see which actions are put in place: in fact, the first way to communicate is to let everyone experiencing what is going on.

Apart from direct involvement, there are specific communication and dissemination activities that can be addressed to stakeholders:

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*Dissemination  
activities*

- A periodic **newsletter** to be sent to the widest possible mailing list, always following privacy regulations and ensuring that database contacts are genuinely engaged in what is being communicated;
- News, posts or videos published on **websites and social media**, to inform on work-in-progress with regularity (e.g. on the occasion of the release of a new output);
- The organisation of **events** and **press office** initiatives (e.g. press releases, editorials for specialised magazines, testimonials based on interviews with mentors and mentees to be sent to journalists as a suggestion for a publication).

An effective communication strategy calls for a regular press office and/or events, as well as the managing of work carried out by each organisation: press conferences, background talks with the press organised in the different countries, speeches or presence at local, regional, national or European conferences dedicated to the social inclusion, to volunteering, intergenerational cooperation and mentoring.

Even though it is suggested that each organisation use its usual dissemination tools and procedures to reach the greatest number of stakeholders, in the case of territorial involvement of several countries – as for the MAB project and methodology –, effective communication should anyway be done using a **coordinated image and** under **guidelines common to all disseminators** (always in line with any possible national laws on this matter). For example, press releases have to be prepared after the most important activities or during

the dissemination events and must be sent to different media; editorials have to be sent to the specialised press, with the purpose to increase the visibility of the results; public events are essential for disseminating and maximising results and outputs.

Communicating the official start of a mentoring programme is very important for the organisations that are involved: it means that one of their planned initiatives has obtained funding from the European Commission, a factor that is a source of satisfaction not only from an economic point of view, since it represents a huge credit of trust that falls on all members of the partnership, giving them positive visibility and enriching their project design and planning curriculum and portfolio. To spread the word, it is essential to use every **communication channel** that each organisation already uses for its regular and institutional activities.

Writing a **communication plan** and a dissemination and exploitation strategy is certainly helpful at the beginning of a mentoring project: it helps in identifying all of the appropriate tools and media channels for dissemination, but it also assists in defining the first drafts of content and a timetable for publication to guarantee continuity – e.g. the number of posts to be published each week, the number of newsletters and their frequency, the important moments to be underlined through press releases and the printing of flyers, brochures and posters. Anyway, it's not strictly necessary, mainly when the partner organisation in charge of communication and dissemination is already skilled in this field and can give the whole consortium some valuable guidelines taking into account also the specific communication rules foreseen in the financing programme (Erasmus+).

Each organisation should designate a person to oversee local communication and dissemination, in charge of the important tasks to monitor and track the related activities.

In conclusion, effective communication can be very useful to increase awareness of the mentoring programme and build a very rich database of mentors in the long run. In turn, the richness of the database can be a strength



if, in the short term, there are no matches for some specific competencies required by the mentees who applied. **Good external communication skills can therefore help to outreach mentors with specific competencies that might be more relevant in certain national contexts.** To reach such mentors, partners are free to target organisations with certain competencies as they deem necessary: this is certainly easier if the partner adopting the MAB methodology is already highly skilled in external communication or is willing to improve it.

### 3. Further suggestions to apply the MAB methodology

To better apply the MAB methodology, a few points should be noted.

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#### *Target groups*

It is very important to identify the most appropriate target groups depending on the activities carried out by the organisation and taking into account the local context.

1. **Mentors** are experienced older adults, above 50 years of age, mostly retired or withdrawn from the work field, with specific skills and competencies in their domain, willing to dedicate time to share their expertise on a voluntary basis;
2. **Mentees** are young adults, 18-30 years old, sometimes experiencing difficulties in the work field, or during their studies, willing to receive mentoring to improve their opportunities of acquiring or maintaining a job that is close to their interests. Young people may also choose to approach mentoring not because they have particular difficulties, but simply because they are interested in the process and consider it an enriching experience;
3. **Mentoring hubs** are organisations where older volunteers decide to put their skills at the service of younger people, from a transnational point of view. They can be of two types:
  - **Experienced** – already participating in previous local, national and European projects and already experimenting with mentoring methodologies from which MAB is derived – **are the ones triggering the mentoring process.**
  - **Newcomers** are organisations aspiring to learn and apply new methods of intergenerational mentoring, thanks to the support of other experienced organisations. As regards the MAB project, they are mainly based in Eastern European countries.

It is important to organise seminars in which the mentoring program is presented as an opportunity to volunteer and contribute to society: using a type of communication that leverages the motivation of potential mentors can result in extremely interesting to professionals who are nearing to end of their job career and are more likely to start a mentoring process to help younger people.

To involve potential mentees, it can be very useful to rely on their network of friends, by stimulating word of mouth among young people about how useful and satisfying it can be to count on the help and advice of an older expert person, who can be a valid guide to orient oneself in the world of training and, above all, in the world of work, in an increasingly competitive market in which it is difficult to emerge if you cannot count on the accompaniment of those with more experience.

The presentation of **success stories**, above all, can be decisive: telling real-life events in which people took advantage of intergenerational mentoring can increase curiosity and desire to join by young people, who tend to value direct testimonies of their peers far more than advice given by adults. It is possible to do that by organising **live or virtual events**, directly involving young people, and also through the training programs of associations or networks of associations at the national and local levels. Another possibility could be creating video testimonials to be repeatedly posted on social media so that they can be viewed or liked by as many young people as possible, showing all the contact information to get in touch with the methodology appliers and to receive an immediate response in case of interest.

Video testimonials can be of two types:

- Those where only young mentees are filmed, to increase persuasive power towards their peers and involve them in joining the mentoring programme;
- Those where both a young person and her/his mentor are interviewed in parallel, to show the strong potential raising by working “in tandem” with a view to solidarity between different generations. This type of video could

serve as a useful tool not only for recruiting potential mentees but also for engaging new mentors.

In general, video testimonials should always be published explaining, in short, **how beneficial a mentoring path can be for one's future.**

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*Mentees' upskilling*

Mentees are young people unable to achieve a place in the labour market, like completing a study or professional training path and getting and keeping a satisfactory job. They have to be determined to make a regular commitment over time to listen and proactively cooperate with their mentors.

The relationship that is established between older mentors and younger mentees can facilitate the latter to more easily identify their **soft skills**, which cannot be learned through formal paths (e.g. school and work), but by facing everyday life situations. However, these soft skills, which many young people are unaware they possess, can offer them an advantage when they come to job hunting. As a result, offering intergenerational mentoring as a methodology for validating non-formal and informal learning and competencies can be an additional source of inspiration. Despite being a tool, which is carried out mainly in an informal manner and often within non-institutionalised environments, intergenerational mentoring in tandem has however what it takes to become a widespread practice throughout Europe. It has the potential to become a tool for encouraging a more effective orientation to training and post-diploma employment for youth nearing the end of a school cycle.

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*About the mentoring hubs' role*

Mentoring hubs should stimulate the added value represented by volunteering, in order not to waste the huge amount of knowledge held by professionals close to the end of their careers or already retired. This approach might also strengthen EU programs on the issue of active ageing. Mentors can be either retired or non-retired; some people reduce their hours or go part-time but don't retire as they get older: mentoring opportunities are perfect for this group of older people who want to stay active.

The mentoring hubs should convince older volunteers to support younger people by encouraging them to utilise and share their professional and life

experiences. This improves intergenerational and intercultural understanding, allowing mentors to meet younger people with different backgrounds and create good relationships.

If mentoring hubs carry out a good job, older people have the chance for networking with other senior mentors, learn and practise active listening, build trust and open their minds.

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*Finding mentees*

If they do not spontaneously register themselves on the platform, it is crucial to know where to find young mentees – e.g. in vocational schools, through employment centres, labour offices, etc.

The recruitment of mentees can be enhanced through (online) presentation events, communication with associations, direct contacts with high schools through referents as well as with employment service counters. Communication, in particular, is the most important tool to engage young mentees: it appears necessary to promote the importance of mentoring as a tool to help young people, through robust awareness and communication campaigns at the European level.

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*Finding support*

For mentees, it is important to find some kind of support. The MAB programme provides individual mentoring and career orientations and counselling; in addition, it may create opportunities for on-site visits to enterprises, internships, and training sessions on self-knowledge and personal skills, to create a greater connection with the reality of the labour market and their personal life plan.

Therefore in every country, it is necessary to identify partners supporting the involvement of the appropriate profiles of mentors, e.g. businesses and Chambers of Commerce.

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*About training of mentees*

It is strongly recommended to appropriately train mentees, following the MAB methodology, by developing training sessions on self-knowledge and personal skills, about the context and the reality of the labour market compared with

personal life plans: commonly the mentees have problems coping with the requirements of the labour market.

It is crucial to train the mentors appropriately.

The training can be delivered with a synchronous distance learning method or alternatively face-to-face, including mentors from several countries who provide insights into different cultures and realities. A “final test” may be organised: it consists of sharing what has been accomplished during the training, so it is not an actual structured test, but rather a feedback session with the trainer and working group members.

Tools and work materials can be defined – e.g., drafting a document/report developed from a case study proposed by the trainer at the beginning of the course. The path may involve the parallel realisation of a group project work, which during the last two hours of lessons will be presented and discussed with the trainer and colleagues.

Moreover, it is necessary to take into account:

- Compliance with the code of ethics;
- The development of basic mentoring skills;
- Setting informal periodical meetings to share experiences among senior experts.

They should receive training in active listening methodology, involving listening without judging, being respectful, not interrupting, redirecting the conversation and adopting simple and specific commitments to be reviewed in the subsequent sessions. The mentors can help mentees clarify their thoughts and opinions through their involvement and empathy.

A few basic steps for mentors’ training can be:

1. Introductory seminar for new senior experts to develop basic mentoring skills;
2. Ensuring compliance with the code of ethics (if formally developed);

3. Informal sharing of experience between mentors;
4. Dissemination of best tools and methods;
5. Sharing and adapting tools and methods depending on the needs.

**To be prepared for their role, participants who express their interest in becoming mentors will be trained by experts linked to mentoring hubs.**

Training will last one day.

In the MAB project, there will be 2 mentor trainings, taking place in each country involving the people registering to be mentors after 2 calls for participation.

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*Handling mentors'  
and mentees' data*

Great care must be taken in handling the mentors' and mentees' data within the database. In particular, attention must be paid to the following points:

- Neither the mentor nor the mentee should see other information than their data;
- Only the responsible person of the corresponding mentoring hub to which every mentor and mentee has been assigned (or the members of the MAB management team) have an overview and access to personal data of mentors and mentees;
- A Data Protection Impact Assessment could be the ideal tool to illustrate the actions to be taken in the unfortunate event of a data breach;
- The mentee provides information on age, address (city/country), language skills, wishes on individual support of the mentor and – if necessary – additional personal remarks. They also have to confirm to accept data rules and obligations and that the contact details are made available to the mentor;
- The mentor provides personal data including details such as address (city/country), professional background and experience, and language skills. They also have to confirm to accept data rules and obligations and that the contact details are made available to the mentee;

- After the final matching, the newly selected tandem (mentor/mentee) gets the relevant data of each other;
- No information concerning the gender of mentees is requested.

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*Raising funds*

Raising funds should not be forgotten, so that the mentoring program can continue also in the future – e.g. completely/partially pro bono, grant support from institutions or foundations, sponsors, private donors, etc.

With this aim, it would be appropriate to research for:

1. completely/partially pro bono work from senior volunteers;
2. grant support from national government/ministries to support specific programs and/or fixed costs;
3. contract work for local authorities and partners at non-commercial rates;
4. grant support from foundations, corporate sponsors and private donors;
5. support from partner organisations and enterprises;
6. EU funds for specific projects – e.g. under the Erasmus+ and Horizon Europe programmes, as well as the European Structural and Investment Funds (ESIF) 2021-2027 and the Next Generation EU scheme;
7. self-financing strategies and a capillary system of fundraising, also through private donations, patronages and donors, bank foundations support, crowdfunding and participation to local calls.

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*Avoiding errors*

It is important to avoid the most common errors – e.g. the discouragement of both mentors and mentees or the shortage of senior volunteers.

In order not to create in young people false expectations that, if dissatisfied, can result in premature interruptions and dropouts from the MAB programme, it is crucial to emphasise that results do not always appear right away and that the time invested along this path should be viewed as an investment that bears fruit frequently in the medium and long term.



It is, therefore, necessary to:

1. Ensure having enough sustainable funding and high stability;
2. Don't make the accessibility of support initiatives dependent on only current funding;
3. Encouragement on both sides (older and younger people);
4. Do not give misaligned expectations on what senior mentors can and can't do;
5. Prevent the shortage of senior volunteers to satisfy the demand for support;
6. Ensure sufficient training and skills of senior mentors;
7. Prevent any difficulties in measuring the impact of initiatives;
8. Avoid the lack of respect and appreciation for mentors in society and the lack of recognition of senior expert organisations from governments (e.g. through advocacy actions).

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*Involving  
stakeholders*

It is important to seek cooperation and support from **relevant stakeholders and important implementation partners**.

This can be a success factor for the MAB methodology, given the fact that it's increasingly difficult to engage citizens (both mentors and mentees) without a solid network that could act as a multiplier and a sounding board for the initiative. Therefore, it's relevant to engage stakeholders such as Chambers of Commerce and Crafts, professional and business associations, Ministries of Labour, Education, Social Affairs, etc. and their local bodies, but also schools (especially vocational schools at the secondary level), NGOs dealing with the same target groups, Municipalities, enterprises, press and media.

Chambers, schools and NGOs are young people's natural points of contact. Therefore, these institutions are the main multipliers of the initiative: due to their regular and intensive contact with youngsters, they are the ideal stakeholders to connect with.

# About the MAB project

The MAB project aims to develop mentoring hubs in Eastern and Southern European countries, which will organise and train established professional adults aged 50+ as mentors. These volunteers will help younger people aged 18-30 to develop their professional skills and eventually enter the labour markets within the European Union.

The project will run for two years and will create an online platform to help matching mentors and mentees: older mentors will offer their knowledge and experience and younger people can register for guidance in their field of interest.

The project is co-financed by the European Union.

With the kickoff meeting held in Brussels on January 2023, the intergenerational, cross-border “**Mentoring Across Borders**” (MAB) project, financed by the European Erasmus+ programme, was officially launched.

The aim is to develop mentoring hubs in Eastern European countries, charged to train accomplished professional adults aged 50+ as mentors volunteering their time to help young people aged 18-30 to develop their professional skills and enter the labour markets of the European Union.

The MAB project builds on the successful results of the Erasmus+ **EvoYou program**, reinforcing its best practices and transferring its innovation to a pan-European level. In 28 months, EvoYou had mobilised 90 older people from 6 countries as mentors, who had helped 194 disadvantaged young people to access labour markets or terminate their training with the help and experience of their mentors.

14 partner organisations are involved from 9 countries (Belgium, Germany, Italy, Poland, Hungary, Bulgaria, Albania, Cyprus and Greece) to set up the mentoring hubs. The partner coordinator is CESES, a European umbrella org

of organisations that coordinate the activities of older experts in their countries. The project partners are Senior Experten Services, Volontariato Torino ETS, AGE Platform Europe, Centre for European Volunteering, Seniores Italia Lazio, Cyprus Third Age Observatory, Druzhestvo Znanie, Önkéntes Központ Alapítvány, Auleda Local Economic Development Agency Vlore, Stowarzyszenie Centrum Wolontariatu, Volontari Senior Professionali ODV, 50+ Hellas and Hellenic Adult Education Association.

The project will last two years with dissemination, quality control and risk management activities, and implement an online platform to help match mentors and mentees. The platform will be open to people over 50 years of age who wish to offer their knowledge and experience, as well as young people who need mentoring in their area of interest. In order to disseminate the project among stakeholders, workshops and public awareness campaigns will be organised.

By bringing together Western, Eastern, and Southern European organisations, the project provides an excellent opportunity for the participating organisations to exchange experiences and best practices with their peers.

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*The vision*

The MAB project intends to:

- Support the economy by strengthening the workforce of participating countries;
- Tap into the wealth of knowledge and experience of older people for the benefit of society and the economy;
- Guide younger professionals to increase their professional and personal, especially civic, participation;
- Strengthen mutual understanding and solidarity between generations through cooperation;
- Contribute to the well-being of both older people through their voluntary contribution to society, and younger people through their empowered engagement with society;

- Provide evidence of the importance of mentoring to policy maker;
- Continue and further develop successful mentoring programmes, such as EvolYou. This project mobilised 90 older people from 6 countries who mentored 187 younger people from vulnerable groups, to support their personal and professional development.

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*In short*

Building on successful mentoring programmes, the **MAB methodology** aims at the **transnational connection between mentors and mentees**.

1. [Development of the MAB platform] The matching of mentors with their mentees will be done through the MAB platform, with specific criteria for identifying the needs, and fostering the strongest possible mentoring experience.
2. [Creation of mentoring hubs] 9 Mentoring hubs will be set up in Albania, Belgium, Bulgaria, Cyprus, Germany, Greece, Hungary, Italy, and Poland, with the main tasks of training mentors and matching them with mentees. We are also inviting other organisations to become mentoring hubs!
3. [Mentor training] A minimum of 120 mentors will be trained by the Mentoring Hubs and will be available through the MAB platform to guide the younger people selected.
4. [Call for mentees] A minimum of 120 younger people aged 18-30 will be able to register on the platform over six months and will receive mentoring through the MAB programme and its mentors.
5. [6-month mentoring programmes] The MAB mentoring programmes will be implemented twice for up to 6 months and will be designed to meet the needs of each mentee.
6. [Evaluation] The MAB programme will be evaluated by all stakeholders (mentors, mentees, institutions, and partners), to have a comprehensive picture for improvements and adjustments.

**Mentors** – People over 50 years old who are interested in offering voluntary professional mentoring to younger people.

**Mentees** – Younger people aged 18-30 who are interested in receiving advice and guidance for their professional development.

**Mentoring hubs** – Organisations that would like to train future mentors and match them with mentees.

# **Annexes. Documentation supporting the training and mentoring sessions**

The following **forms** are intended for publication on the MAB platform <https://platform.eumentoring.eu>. Note that mandatory **fields** are marked with the \* blue star.

**Annex 1. Request to become a mentoring hub  
(registration form for mentoring hubs)**

**Organisation**

* Name	
* Address	
* Country	▼ <i>Dropdown list of all European countries</i>
* Website	
* Legal representative	
* Contact person	
* Phone	<input type="checkbox"/> mobile
* Email	

**Experience**

Y = yes; N = no  Y  N

<b>Mentoring activities</b>		
* Previous experience in organising intergenerational mentoring initiatives, even on a small scale	<input type="checkbox"/>	<input type="checkbox"/>

Y = yes; N = no  Y  N

<b>Features</b>		
Usually working internally with different generations (young people, adults and seniors)	<input type="checkbox"/>	<input type="checkbox"/>
* Vision and mission-oriented towards generating social impact	<input type="checkbox"/>	<input type="checkbox"/>
If <i>yes</i> , please describe them		
* Previous experience at European and/or international levels, e.g. gained through participation in previous European projects or missions abroad	<input type="checkbox"/>	<input type="checkbox"/>
If <i>yes</i> , please describe it		
* No previous experience at the European and international levels, but willingness to start it	<input type="checkbox"/>	<input type="checkbox"/>
Please describe the organisation chart and the internal division of labour and competencies		

Y = yes; N = no

<b>Y</b>	<b>N</b>
----------	----------

<b>Members</b>		
No. of employees + collaborators		
No. of enrolled members		
No. of volunteers		
Members who have work or volunteering experience abroad in their CVs	<input type="checkbox"/>	<input type="checkbox"/>
Members with basic computer skills, able to enter data and operate on a web platform	<input type="checkbox"/>	<input type="checkbox"/>

<b>Remarks</b>	
Any other comments about the organisation's experience	

The registration is subject to the General Terms and Conditions (Annex 1a).

I have read and agree to the **General Terms and Conditions**.

### Hub Admin User - Personal data

The Mentoring Hub Admin is the first Hub Employee that registers the organization on the platform. They are responsible for accepting additional Hub Employees on the platform. *Please provide your personal contact information in this section.*

* Name		
* Surname		
* Phone		<input type="checkbox"/> mobile
* Email		
* Your role within the mentoring hub		

Y = yes; N = no

<b>Y</b>	<b>N</b>
----------	----------

* Do you want to become a mentor?	<input type="checkbox"/>	<input type="checkbox"/>
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If **yes**, the platform user is redirected to fill in the registration form for mentors (Annex 3).

Please review the **Informed consent** agreement (Annex 15).



I authorise the processing of data. *By ticking this checkbox you implicitly declare that you have read this information sheet.* I explicitly authorise the controller of the collection of these data to store my response, according to GDPR<sup>11</sup>.

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<sup>11</sup> Regulation (EU) 2016/679 of the European Parliament and of the Council on the protection of natural persons concerning the processing of personal data and the free movement of such data (“General Data Protection Regulation”).

## **Annex 1a. Request to become a mentoring hub.**

### **General Terms and Conditions**

#### **Assumption**

In the “Mentoring Across Borders” (MAB) context, **mentoring is a confidential agreement between two people**, the content and objectives of which are known and determined only by themselves. One person serves as a **mentor**, the other as a **mentee**.

In an initial get-to-know-you meeting, the mentee can express their wishes and ideas to the mentor and describe the problems they expect the mentor to help them overcome. The mentor then decides whether they will be available to the mentee as a companion/motivator for a period of time to be determined. If both agree, **the target agreement** should be drawn up, containing: a time frame, problem definition, frequency of meetings and a confidentiality notice.

Termination of the mentoring is possible at any time by both parties without giving reasons.

#### **Role and responsibilities of the mentoring hub**

**Mentoring hubs are organisations** – preferably with a not-for-profit status – **constituting the nodes of the mentoring network that MAB intends to build**. Therefore, they will be called upon to support mentors and stimulate mentees to join them.

Mentoring hubs have a key role in the MAB process.

Once each mentor and mentee have registered in the platform, the mentoring hub of reference for them has to approve their online profiles, by authorising their publication, so ending the position of pending registrations. The mentoring hub person in charge of the matching (preferably an experienced mentor chosen among the staff or the volunteers) is notified from the platform of each registration of new users, both mentors and mentees. This person in charge assigns a mentee to the mentor they judge as the best possible match for them and consequently sends the mutual contact details to the two parties.

A mentoring hub has to be willing not only to match mentor and mentee but also to establish a collaborative relationship with both. It has to be available to advise the mentor

on how to manage the mentoring process in general and how to handle any critical issues in the relationship with the mentee. Likewise, it should be available to the mentee to solve any critical or conflicting situations with the respective mentor, even going so far as to propose the dissolution of the pair and a new matching in case of serious incompatibilities.

The mentoring hub is obliged to provide the mentor with all support required, from a technical, bureaucratic or relationship management point of view with the mentee.

It should moreover facilitate an exchange of experiences among mentors, e.g. by organising meetings where they can exchange advice and opinions.

The mentoring hub should also be interested in the sustainability of the MAB mentoring programme, committing itself to its dissemination and updating if it becomes necessary based on socio-demographic changes and the progressive mutation in the needs of the younger generations.

The mentoring hub will have to draft the agreement between the mentor and mentee by fulfilling an online form on the MAB platform: it concerns the description of the measures to be followed in order to reach the mentoring goal(s).

Since **the obligation between the mentoring hub and mentor is based on a collaboration agreement of a voluntary nature**, the organisation cannot have any legal recourse against the mentor who decides to withdraw from the mentoring process, nor against the mentee, for the same reasons.

Being based on volunteering, all the activity of the mentoring hub has to be carried out under the founding pillar of gratuity, so **free of charge** for both mentors and mentees. Any financial abuses by the mentoring hubs<sup>12</sup> are of course not acceptable.

In the countries where it is applicable, for the duration of the mentoring assignment, the mentoring hub has to include mentors in its **insurance**. This only includes private liability and accident insurance in the context of the mentor's activity – not any health issues, which they have to provide for themselves.

The mentoring hub has to collect the **informed consent forms**<sup>13</sup> under Art. 13 EU Reg. no. 2016/679, to protect the Privacy Policy of the mentor and mentee. It undertakes to carefully store the data collected, so as not to incur the risk of a data breach.

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<sup>12</sup> E.g. taking advantage of the MAB programme to gain customers and asking them to pay a fee.

<sup>13</sup> Data will be stored in the MAB platform, but all the mentoring hubs will be “data processors” regarding their assigned mentors and mentees, while the Confederation of European Senior Expert Services (CESES) will be “data owner/controller” for the entire partnership.

### **Disclaimer of responsibility for the mentoring hub**

The mentoring hub cannot be considered responsible for any critical event that may occur during the mentoring process between the mentor and the mentee.

As above specified, through a designated person in charge, the mentoring hub assigns a mentee to the mentor it judges as the best possible match: however, this does not imply that the same person in charge of the matching – as well as the legal representative or each other members of staff or volunteers of the mentoring hub – may be held responsible for any misconduct or misbehaviour of the mentor towards the mentee or vice versa.

The civil (or even criminal) liability for any deviant actions during the mentoring process lies exclusively with the two persons who are the protagonists of the established relationship, i.e. mentor and mentee.

In the same way and for the same principle of the sole responsibility for the individual people involved in the binary mentor-mentee relationship, the mentoring hub cannot be held responsible for a failure to achieve the objectives and consequently for a lack of success of the mentoring process, even if it were ascertained that – for various reasons – the mentoring hub was unable to provide the mentor with the necessary support. However, it remains possible for the mentor to request to be assigned to another mentoring hub if they consider the support received not adequate or their registration on the platform was not confirmed and/or no mentee was assigned to them within three months from the creation of their own online profile.

**Annex 2. Registration as a mentoring hub staff  
(registration form for mentoring hub staff)**

**Personal data**

* Name	
* Surname	
* Phone	<input type="checkbox"/> mobile
* Email	
* Your mentoring hub's name	▼ <i>Dropdown list of registered and approved hubs</i>
* Your role within the mentoring hub	

Y = yes; N = no

	<b>Y</b>	<b>N</b>
* Do you want to become a mentor?	<input type="checkbox"/>	<input type="checkbox"/>

If **yes**, the platform user is redirected to fill in the registration form for mentors (Annex 3).

Please review the **Informed consent** agreement (Annex 15).

I authorise the processing of data. *By ticking this checkbox you implicitly declare that you have read this information sheet.* I explicitly authorise the controller of the collection of these data to store my response, according to GDPR<sup>14</sup>.

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<sup>14</sup> EU Reg. no. 2016/679 (“General Data Protection Regulation”).

### Annex 3. Request to become a mentor (registration form for mentors)

#### Personal data

* Name		
* Surname		
* Phone		<input type="checkbox"/> mobile
* Email		
* Year of birth		
Gender <sup>15</sup>	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Non-binary <input type="checkbox"/> Other	
* Country of residence	▼ <i>Dropdown list of European countries</i>	
You are...	<input type="checkbox"/> Already retired <input type="checkbox"/> Close to retirement <input type="checkbox"/> A professional in general, willing to be active in society	
* Choose your mentoring hub	▼ <i>Dropdown list of hubs in the country of residence</i>	
Your main social media profile (e.g. LinkedIn)		

#### Experience

	Y = yes; N = no	Y	N
<b>Mentoring activities</b>			
* Do you have previous experience as a mentor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If <i>yes</i> , please specify			
<b>Education and work</b>			
What is your educational level?	<input type="checkbox"/> Technical school <input type="checkbox"/> High school <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> Master's degree <input type="checkbox"/> Other		
* Education field	<input type="checkbox"/> Health/Medical <input type="checkbox"/> Scientific/Technological <input type="checkbox"/> Humanistic/Social <input type="checkbox"/> Arts/Crafts		
* Spoken language(s)	<i>To be selected from a list of European languages</i>		

<sup>15</sup> The mentors' gender information is required for statistical purposes only, it will not be used as a criterion in matching mentors and mentees and under no circumstances will any mentee be able to display it.

<p>* What is your working field(s) of expertise<sup>16</sup>?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Agriculture; plantations; other rural sectors</li> <li><input type="checkbox"/> Basic Metal Production</li> <li><input type="checkbox"/> Chemical industries</li> <li><input type="checkbox"/> Commerce</li> <li><input type="checkbox"/> Construction</li> <li><input type="checkbox"/> Education</li> <li><input type="checkbox"/> Financial services</li> <li><input type="checkbox"/> Professional services</li> <li><input type="checkbox"/> Food; drink; tobacco</li> <li><input type="checkbox"/> Forestry; wood; pulp and paper</li> <li><input type="checkbox"/> Health services</li> <li><input type="checkbox"/> Hotels; tourism; catering</li> <li><input type="checkbox"/> Mining (coal, other mining)</li> <li><input type="checkbox"/> Mechanical and electrical engineering</li> <li><input type="checkbox"/> Media; culture; graphical</li> <li><input type="checkbox"/> Oil and gas production; oil refining</li> <li><input type="checkbox"/> Postal and telecommunications services</li> <li><input type="checkbox"/> Public service</li> <li><input type="checkbox"/> Shipping; ports; fisheries; inland waterways</li> <li><input type="checkbox"/> Textiles; clothing; leather; footwear</li> <li><input type="checkbox"/> Transport (including civil aviation, railways, road tpt)</li> <li><input type="checkbox"/> Transport equipment manufacturing</li> <li><input type="checkbox"/> Utilities (water, gas, electricity)</li> </ul>
<p>What is your work experience? Please describe it briefly</p>	
<p><b>Soft skills</b></p>	
<p>What do you consider to be your main soft skills<sup>17</sup>?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Functional literacy competence</li> <li><input type="checkbox"/> Multilingual competence</li> <li><input type="checkbox"/> Mathematical competence and competence in science, technology and engineering</li> <li><input type="checkbox"/> Digital competence</li> <li><input type="checkbox"/> Personal, social and learning-to-learn competence</li> <li><input type="checkbox"/> Citizenship competence</li> <li><input type="checkbox"/> Entrepreneurial competence</li> <li><input type="checkbox"/> Competence in cultural awareness and expression</li> <li><input type="checkbox"/> Acquiring and interpreting information</li> <li><input type="checkbox"/> Planning</li> <li><input type="checkbox"/> Communication</li> </ul>

<sup>16</sup> The following list of high-level expertise <http://ilo.org/global/industries-and-sectors/> is under the International Labour Organisation classification.

<sup>17</sup> Based on the soft skills identified by the European Union – also called “key citizenship competences”.

	<input type="checkbox"/> Collaborating and participating <input type="checkbox"/> Problem solving <input type="checkbox"/> Identifying connections and relationships
--	--

### Availability and preferences

* Are you currently available to become a mentor?	<input type="checkbox"/> yes <input type="checkbox"/> no
* You prefer to conduct mentoring activities with mentees who have the following needs:	<input type="checkbox"/> Help during educational path <input type="checkbox"/> Orientation in the labour market <input type="checkbox"/> To find a better job position <input type="checkbox"/> To be listened to and motivated <input type="checkbox"/> Developing critical thinking <input type="checkbox"/> Developing problem-solving <input type="checkbox"/> Becoming aware of personal values <input type="checkbox"/> Increasing self-confidence <input type="checkbox"/> Developing soft skills <input type="checkbox"/> Increasing social and civic competences <input type="checkbox"/> Increasing intercultural skills <input type="checkbox"/> Other
* Type of mentoring you wish to offer:	<input type="checkbox"/> Face-to-face and remote <input type="checkbox"/> Face-to-face only <input type="checkbox"/> Remote only
Expected mentee's country of origin:	<input type="checkbox"/> From your own country of residence <input type="checkbox"/> From a foreign country <input type="checkbox"/> No matter
* Preferred language(s) for mentoring	<i>To be selected from the spoken language(s) declared</i>
Are you available to provide feedback continuously throughout the learning process, mostly filling in some mentoring reports?	<input type="checkbox"/> yes <input type="checkbox"/> no

The registration is subject to the General Terms and Conditions (Annex 3a).

I have read and agree to the **General Terms and Conditions**.

Please review the **Informed consent** agreement (Annex 15).

I authorise the processing of data. *By ticking this checkbox you implicitly declare that you have read this information sheet.* I explicitly authorise the controller of the collection of these data to store my response, according to GDPR<sup>18</sup>.

<sup>18</sup> EU Reg. no. 2016/679 ("General Data Protection Regulation").



## **Annex 3a. Request to become a mentor.**

### **General Terms and Conditions**

#### **Assumption**

In the “Mentoring Across Borders” (MAB) context, **mentoring is a confidential agreement between two people**, the content and objectives of which are known and determined only by themselves. One person serves as a **mentor**, the other as a **mentee**.

In an initial get-to-know-you meeting, the mentee can express their wishes and ideas to the mentor and describe the problems they expect the mentor to help them overcome. The mentor then decides whether they will be available to the mentee as a companion/motivator for a period of time to be determined. If both agree, **the target agreement** should be drawn up, containing: a time frame, problem definition, frequency of meetings and a confidentiality notice.

Termination of the mentoring is possible at any time by both parties without giving reasons.

#### **Role and responsibilities of the mentor**

**The work of the mentor has a recommending character**, given that the mentoring purposes are to qualify mentees and give them some directions for self-help with the aim of leading them to a successful end of the mentorship. **The implementation of the recommendations into practice is solely the responsibility of the mentee. Liability for the mentor’s activities is therefore excluded, but they are still required to keep confidential all the internal information during the mentoring process.**

The tasks and objectives of the support will be determined in a first personal interview in the form of an agreement. This agreement concluded between the mentor and the mentee establishes a Non-Disclosure Agreement (NDA) – i.e. a confidentiality agreement by which one party guarantees the other not to disclose to third parties certain private or confidential information of which it becomes aware, any form whatsoever.

Mentoring begins with signing the agreement between the mentee and the mentor, paired from the mentoring hub of their reference based on specific criteria of suitability.

The agreement can be terminated at any time unilaterally: in case, the mentor will have to inform the hub as soon as the mentoring is interrupted or no more meetings take place.

The mentor commits themselves to participate in specific training as part of the assignment. They will support the mentee regarding the needs expressed by them. Therefore, they will hold personal meetings with the mentee, according to the individual agreement.

At the beginning of the accompaniment, the mentor will have to fulfil a first mentoring report on the MAB platform. Then, during the mentoring process, the development will be supplemented by a mid-term and a final report, always online.

The mentor can request to be assigned to another mentoring hub if they consider the support received not adequate or their registration on the platform was not confirmed and/or no mentee was assigned to them within three months from the creation of their own online profile. This request can be made online on the MAB platform, by contacting the “network organisation” or the coordinating body of the MAB senior organisations, approving the registration of any mentoring hub to the platform.

In the countries where it is applicable, for the duration of the mentoring assignment, the mentor is included in the insurance of the mentoring hub of their reference. This only includes private liability and accident insurance in the context of their activity – not any health issues, which the mentor has to provide for themselves.

The mentor does not receive a fee and a personal commercial benefit for them or third parties is excluded in any case.

The mentor expressly declares that there were no criminal proceedings against them in connection with the care of any other people and that none are pending.

**Annex 4. Request for free mentoring  
(registration form for mentees)**

**Personal data**

* Name	
* Surname	
* Phone	<input type="checkbox"/> mobile
* Email	
* Year of birth	
Gender <sup>19</sup>	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Non-binary <input type="checkbox"/> Other
* Country of residence	▼ <i>Dropdown list of European countries</i>
* Choose your mentoring hub	▼ <i>Dropdown list of hubs in the country of residence</i>
Your main social media profile (e.g. Facebook)	

**Education and work**

<b>Education</b>	
What is your educational level?	<input type="checkbox"/> Technical school <input type="checkbox"/> High school <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> Master's degree <input type="checkbox"/> Other
* Education field	<input type="checkbox"/> Health/Medical <input type="checkbox"/> Scientific/Technological <input type="checkbox"/> Humanistic/Social <input type="checkbox"/> Arts/Crafts
* Spoken language(s)	<i>To be selected from a list of European languages</i>
<b>Work experience</b>	
Do you have any work experience?	<input type="checkbox"/> yes <input type="checkbox"/> no
If <i>yes</i> , can you briefly describe your past job(s) and/or your current job?	

<sup>19</sup> The mentee's gender information is required for statistical purposes only, it will not be used as a criterion in matching mentors and mentees.

<b>Current status</b>	
Employment status	<input type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> Military <input type="checkbox"/> Unemployed
Currently looking for a (new) job	<input type="checkbox"/> yes <input type="checkbox"/> no

### Availability and preferences

* Are you looking for a mentorship right now?	<input type="checkbox"/> yes <input type="checkbox"/> no
Have you been referred to the platform by a mentor you would like to be matched with?	<input type="checkbox"/> yes <input type="checkbox"/> no
If <i>yes</i> , please specify by whom (surname, name)	
* Support requested for...	<input type="checkbox"/> Help during the educational path <input type="checkbox"/> Orientation in the labour market <input type="checkbox"/> To find a better job position <input type="checkbox"/> To be listened to and motivated <input type="checkbox"/> Developing critical thinking <input type="checkbox"/> Developing problem-solving <input type="checkbox"/> Becoming aware of personal values <input type="checkbox"/> Increasing self-confidence <input type="checkbox"/> Developing soft skills <input type="checkbox"/> Increasing social and civic competences <input type="checkbox"/> Increasing intercultural skills <input type="checkbox"/> Other
* In which field(s) do you want to improve your expertise? <sup>20</sup>	<input type="checkbox"/> Agriculture; plantations; other rural sectors <input type="checkbox"/> Basic Metal Production <input type="checkbox"/> Chemical industries <input type="checkbox"/> Commerce <input type="checkbox"/> Construction <input type="checkbox"/> Education <input type="checkbox"/> Financial services <input type="checkbox"/> Professional services <input type="checkbox"/> Food; drink; tobacco <input type="checkbox"/> Forestry; wood; pulp and paper <input type="checkbox"/> Health services <input type="checkbox"/> Hotels; tourism; catering <input type="checkbox"/> Mining (coal, other mining)

<sup>20</sup> The following list of high-level expertise <http://ilo.org/global/industries-and-sectors/> is under the International Labour Organisation classification.

	<input type="checkbox"/> Mechanical and electrical engineering <input type="checkbox"/> Media; culture; graphical <input type="checkbox"/> Oil and gas production; oil refining <input type="checkbox"/> Postal and telecommunications services <input type="checkbox"/> Public service <input type="checkbox"/> Shipping; ports; fisheries; inland waterways <input type="checkbox"/> Textiles; clothing; leather; footwear <input type="checkbox"/> Transport (including civil aviation, railways, road tpt) <input type="checkbox"/> Transport equipment manufacturing <input type="checkbox"/> Utilities (water, gas, electricity)
* Type of mentoring required	<input type="checkbox"/> Face-to-face and remote <input type="checkbox"/> Face-to-face only <input type="checkbox"/> Remote only
* Expected mentor's country of origin	<input type="checkbox"/> From your own country of residence <input type="checkbox"/> From a foreign country <input type="checkbox"/> No matter
* Preferred language(s) for mentoring	<i>To be selected from a list of European languages</i>
Professional and/or educational goal	
<b>Remarks</b>	

The registration is subject to the General Terms and Conditions (Annex 4a).

I have read and agree to the **General Terms and Conditions**.

Please review the **Informed consent** agreement (Annex 15).

I authorise the processing of data. *By ticking this checkbox you implicitly declare that you have read this information sheet.* I explicitly authorise the controller of the collection of these data to store my response, according to GDPR<sup>21</sup>.

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<sup>21</sup> EU Reg. no. 2016/679 (“General Data Protection Regulation”).

## **Annex 4a. Request to become a mentee.**

### **General Terms and Conditions**

#### **Assumption**

In the “Mentoring Across Borders” (MAB) context, **mentoring is a confidential agreement between two people**, the content and objectives of which are known and determined only by themselves. One person serves as a **mentor**, the other as a **mentee**.

In an initial get-to-know-you meeting, the mentee can express their wishes and ideas to the mentor and describe the problems they expect the mentor to help them overcome. The mentor then decides whether they will be available to the mentee as a companion/motivator for a period of time to be determined. If both agree, **the target agreement** should be drawn up, containing: a time frame, problem definition, frequency of meetings and a confidentiality notice.

Termination of the mentoring is possible at any time by both parties without giving reasons.

#### **Role and responsibilities of the mentee**

**The advice received by the mentee as a result of the mentor’s volunteer work has a recommending character**, given that the mentoring purposes are to qualify mentees and give them some directions for self-help with the aim of leading them to a successful end of the mentorship. **The implementation of the recommendations into practice is solely the responsibility of the mentee. Liability for the mentor’s activities is therefore excluded, but they are still required to keep confidential all the internal information during the mentoring process.**

The tasks and objectives of the support will be determined in a first personal interview in the form of an agreement. This agreement concluded between the mentee and the mentor establishes a Non-Disclosure Agreement (NDA) – i.e. a confidentiality agreement by which one party guarantees the other not to disclose to third parties certain private or confidential information of which it becomes aware, any form whatsoever.

Mentoring begins with signing the agreement between the mentee and the mentor, paired from the mentoring hub of their reference based on specific criteria of suitability.

The agreement can be terminated at any time unilaterally: in case, the mentor will have to inform the hub as soon as the mentoring is interrupted or no more meetings take place.

**The mentee commits themselves to watch the dedicated short training video regarding the mentoring process, the participation requirements, the obligations and other details.** They will be supported by the mentor regarding the needs expressed by them. Therefore, according to the individual agreement, the mentee will hold personal meetings with the mentor.

At the beginning of the accompaniment, the mentor will have to fulfill a first mentoring report on the MAB platform. Then, during the mentoring process, the development will be supplemented by a mid-term and a final report, always online: these reports do not have a personal judgmental intent on the mentee, but serve solely to measure the effectiveness of the mentoring process.

The mentee can request to be assigned to another mentor if they consider the support received not adequate: this request can be made online on the MAB platform, by contacting the mentoring hub.

The mentee undergoes a mentoring process voluntarily, so they do not receive any fee for their participation in the MAB programme.

## Annex 5. Mentoring Agreement<sup>22</sup>

BETWEEN  
Mentee

Name	
Surname	

AND  
Mentor

Name	
Surname	

### THE AGREEMENT

no.<sup>23</sup> \_\_\_\_\_

is concluded with the aim of achieving the mentee's desired objectives. Solutions are worked out together and the mentor supports the mentee in implementing the following **measures**:

- Help with educational path
- Orientation in the market
- Motivation and support

The agreement can be terminated unilaterally at any time without notice.

At the end of the mentoring, the mentee provides their feedback to the mentoring hub organisation. For this, they will receive an Internet link to a feedback questionnaire.

The "General Terms and Conditions" are part of this agreement and apply.

#### *Approval*

The mentee

I agree \*

The mentor

I agree \*

---

<sup>22</sup> This form data is automatically retrieved from the platform.

<sup>23</sup> Assigned by the platform.



## **Annex 5a. Mentoring Agreement.**

### **General Terms and Conditions**

1. The mentor works voluntarily and free of charge.
2. Confidentiality is guaranteed. If the transfer of personal data is necessary, this will only be done with the agreement of the mentee (and in accordance with the legal regulations).
3. Mentoring starts with the acceptance of the agreement by the mentee and the mentor.
4. A liability obligation of the mentor towards the mentee is excluded.
5. The mentee is willing to work closely with the mentor as part of the mentorship during the duration of the support and to inform them about all circumstances concerning the progress of the mentoring relationship.
6. The mentoring will be organised in such a way that the interests of the mentee will be addressed and the necessary help will be given in order to achieve their mentoring goal(s).
7. The mentoring process can only be a support and does not replace the personal effort of the mentee to reach the goal.

**Annex 6. Request for support to the mentoring hub  
(from a registered mentor)**

**Mentor's personal data**

Name	
Surname	

<b>What kind of support do you need and on what issues?</b>	
Bureaucratic issues	<input type="checkbox"/>
Additional teaching materials	<input type="checkbox"/>
Technical problems (e.g. in using the platform)	<input type="checkbox"/>
Relationship management with the mentee	<input type="checkbox"/>
Relationship management with other stakeholders related to the mentee (e.g. teachers, office managers, parents, friends etc.)	<input type="checkbox"/>
Finding professionals to support the mentee as additional help	<input type="checkbox"/>
Advice to be given to the mentee about directing them towards the most suitable professional training	<input type="checkbox"/>
Advice to be given to the mentee about directing them towards the most suitable job	<input type="checkbox"/>
Doubts about filling in reports for the mentee's evaluation	<input type="checkbox"/>
Other	<input type="checkbox"/>
If you wish, deepen your request for support: _____ _____ _____	

## Annex 7. Progress monthly report for mentoring hub staff<sup>24</sup>

### Organisation

Name			
Address			
Non-profit org.	<input type="checkbox"/> yes	<input type="checkbox"/> no	
Website			
Legal representative			
Contact person			
Phone			<input type="checkbox"/> mobile
Email			

Mentors and mentees	
How many mentees have been assigned to your hub?	
How many mentors have been assigned to your hub?	
How many mentor/mentee matches have been created?	

	Y	N
<b>Requests for support<sup>25</sup></b>		
Have mentors requested support?	<input type="checkbox"/>	<input type="checkbox"/>
If <i>yes</i> , how many?		
If <i>yes</i> , what kind of support and on what issues?		

<sup>24</sup> This report is automatically generated by the platform: no need therefore for an additional form to be filled in by someone.

<sup>25</sup> Ref. Annex 6 (“Request for support to the mentoring hub (from a registered mentor)”).

## Annex 8. Short mentoring meeting report

### About the meeting

Date (day/month/year)	
Where	<input type="checkbox"/> Online <input type="checkbox"/> Face-to-face

### Mentor's personal data

Name	
Surname	

### Mentee's personal data

Name	
Surname	
Has the mentee attended the meeting?	<input type="checkbox"/> yes <input type="checkbox"/> no
If <i>not</i> , have they warned of their absence?	<input type="checkbox"/> yes <input type="checkbox"/> no

1 = very low → 6 = very high

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
----------	----------	----------	----------	----------	----------

<b>Mentee's general profile</b>	1	2	3	4	5	6
During the meeting, how much motivation and interest showed the mentee?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To what extent do you think that, during the meeting, the mentee took another step forward to fill their education?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To what extent do you think that, during the meeting, the mentee took another step forward to improve their soft skills (e.g. appropriate behaviour, seriousness, reliability, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To what extent do you think that, during the meeting, the mentee took another step forward to clarify their idea about their desired future job/career?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Y = yes; N = no    **Y**    **N**

<b>General considerations on the mentoring meeting</b>	
Do you think the mentee attained an/some important achievement(s) during this meeting?	<input type="checkbox"/> <input type="checkbox"/>
If <i>yes</i> , which one(s)?	

<b>Remarks</b>
Please enter any additional information or remarks you deem important (e.g. a brief description of the meeting)

## Annex 9. First mentoring report

### Mentor's personal data

Name	
Surname	

### Mentee's personal data

Name	
Surname	

1 = very low → 6 = very high

1	2	3	4	5	6
---	---	---	---	---	---

<b>Mentee's general profile</b>						
After the first meeting, how do you rate the mentee's interest in undertaking the mentoring process?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How do you generally assess the mentee's formal competencies, acquired through education, at the beginning of the mentoring path?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How do you generally assess the mentee's soft skills (e.g. appropriate behaviour, seriousness, reliability, etc.) at the beginning of the mentoring path?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How do you assess the mentee's clarity of ideas regarding the vocational training path to be undertaken?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How do you assess the mentee's clarity of ideas regarding the career path to be undertaken?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Y = yes; N = no    **Y**    **N**

<b>General considerations on the mentoring process</b>	
How often have you and the mentee agreed to meet?	
Do you consider this meeting frequency appropriate?	<input type="checkbox"/> <input type="checkbox"/>
Why?	

<b>SWOT analysis<sup>26</sup></b>	
What do you consider to be the mentee's strengths?	

<sup>26</sup> SWOT stands for Strengths, Weaknesses, Opportunities, and Threats. It is simply a situational assessment or analysis.

What do you think are the mentee's weaknesses?	
Which opportunities could the mentee take advantage of?	
Which potential risks or threats do you think can hinder the mentee's educational path and/or job career?	

<b>Remarks</b>	
Please, add any additional information and comments you like	

## Annex 10. Mid-term mentoring report

### Mentor's personal data

Name	
Surname	

### Mentee's personal data

Name	
Surname	

1 = very low → 6 = very high

1	2	3	4	5	6
---	---	---	---	---	---

<b>Mentee's general profile</b>	1	2	3	4	5	6
After the first half of the mentoring period, how do you rate the mentee's interest in carrying out the mentoring process?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How do you assess the improvement of the mentee's formal competencies, acquired through education, in this first reference period?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How do you assess the improvement of the mentee's soft skills (e.g. appropriate behaviour, seriousness, reliability, etc.) in this first reference period?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compared to the beginning of mentoring, how do you assess the mentee's clarity of ideas regarding the vocational training path to be undertaken?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compared to the beginning of mentoring, how do you assess the mentee's clarity of ideas regarding the career path to be undertaken?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Y = yes; N = no    **Y**    **N**

<b>General considerations on the mentoring process</b>		Y	N
After the first half of the mentoring period, have you found out if the mentee needs additional professional support?		<input type="checkbox"/>	<input type="checkbox"/>
If <i>yes</i> , which kind of support?			
How often have you met the mentee in the first half of the mentoring period?			
Do you consider this meeting frequency appropriate?		<input type="checkbox"/>	<input type="checkbox"/>
Why?			

Y = yes; N = no

**Y**

**N**

<b>SWOT analysis<sup>27</sup></b>		
Have the mentee's strengths increased during the first half of the mentoring period?	<input type="checkbox"/>	<input type="checkbox"/>
If <i>yes</i> , how?		
If <i>not</i> , why?		
Have the mentee's weaknesses improved during the first half of the mentoring period?	<input type="checkbox"/>	<input type="checkbox"/>
If <i>yes</i> , how?		
If <i>not</i> , why?		
After the first half of the mentoring period, do you think there are concrete opportunities which the mentee can take advantage of to overcome their difficult situation?		
After the first half of the mentoring period, do you think there are still potential risks or threats that can hinder the mentee's full integration into vocational training, work and society in general?		

<b>Remarks</b>	
Please, add any additional information and comments you like	

<sup>27</sup> SWOT stands for Strengths, Weaknesses, Opportunities, and Threats. It is simply a situational assessment or analysis.



## Annex 11. Final mentoring report

### Mentor's personal data

Name	
Surname	

### Mentee's personal data and information on the completion of their mentoring path

Name	
Surname	
Has the mentee finished the mentoring path?	<input type="checkbox"/> yes <input type="checkbox"/> no
If <i>not</i> , why?	

1 = very low → 6 = very high

1	2	3	4	5	6
---	---	---	---	---	---

<b>Mentee's general profile</b>	1	2	3	4	5	6
At the end of the mentoring period, how do you rate the mentee's interest demonstrated in completing the mentoring process?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How do you generally assess the improvement of the mentee's formal competencies, acquired through education, during the whole mentoring path?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How do you generally assess the improvement of the mentee's soft skills (e.g. appropriate behaviour, seriousness, reliability, etc.), during the whole mentoring path?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compared to the mid-term of the mentoring period, how do you assess the mentee's clarity of ideas regarding the vocational training path to be undertaken?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compared to the mid-term of the mentoring period, how do you assess the mentee's clarity of ideas regarding the career path to be undertaken?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Y = yes; N = no      **Y**      **N**

<b>General considerations on the mentoring process</b>	
After the completion of the mentoring period, have you found out if the mentee needs additional professional support?	<input type="checkbox"/> <input type="checkbox"/>
If <i>yes</i> , which kind of support?	
How often have you met the mentee during the second half of the mentoring period?	

Do you consider that this meeting frequency has been appropriate?		<input type="checkbox"/>	<input type="checkbox"/>
Why?			
Compared to the first half of the mentoring period, did you increase or decrease the meeting frequency during the second half?	<input type="checkbox"/> Increased	<input type="checkbox"/> Decreased	
Please describe why you have increased or decreased the meeting frequency			

Y = yes; N = no    **Y**    **N**

<b>SWOT analysis<sup>28</sup></b>			
Have the mentee's strengths increased during the second half of the mentoring period?		<input type="checkbox"/>	<input type="checkbox"/>
If <i>yes</i> , how?			
If <i>not</i> , why?			
Have the mentee's weaknesses improved during the second half of the mentoring period?		<input type="checkbox"/>	<input type="checkbox"/>
If <i>yes</i> , how?			
If <i>not</i> , why?			
After the completion of the mentoring period, do you think the mentee was able to seize concrete opportunities from which to take advantage of to overcome their difficult situation?			
After the completion of the mentoring period, do you think there are still potential risks or threats that can hinder the mentee's full integration into vocational training, work and society in general?			

<sup>28</sup> SWOT stands for Strengths, Weaknesses, Opportunities, and Threats. It is simply a situational assessment or analysis.

**Remarks**

Please, add any additional information and comments  
you like



Y = yes; N = no 

Y	N
---	---

<b>Evaluation of the support provided by your mentoring hub</b>			
Did you feel supported by your mentoring hub?	<table border="1" style="display: inline-table;"><tr><td style="width: 20px; height: 20px; text-align: center;"><input type="checkbox"/></td><td style="width: 20px; height: 20px; text-align: center;"><input type="checkbox"/></td></tr></table>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>		
Why?			

1 = very low → 6 = very high  
 N = support not requested on this issue

N	1	2	3	4	5	6
---	---	---	---	---	---	---

<b>Please rate the quality of support received from the mentoring hub on the following</b>							
Bureaucratic issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional teaching materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical problems (e.g. in using the platform)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationship management with the mentee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationship management with other stakeholders related to the mentee (e.g. teachers, office managers, parents, friends etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding professionals to support the mentee as additional help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advice to be given to the mentee about directing them towards the most suitable professional training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advice to be given to the mentee about directing them towards the most suitable job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doubts about filling in reports for the mentee's evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Please, add any additional evaluation and remarks you would like</b>	
Any other comments	

### Annex 13. Final questionnaire for mentors

1 = not agree at all → 6 = completely agree

	1	2	3	4	5	6
<b>What motivates you to act as a MAB mentor?</b>						
I learn new things and I can broaden my horizon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can bring in my professional knowledge and expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like having contacts with other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can help to shape my social environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I want to be needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Remarks</b>						

0 = not attended/needed; 1 = not helpful at all → 6 = helpful

	0	1	2	3	4	5	6
<b>How do you rate the offer regarding information and support?</b>							
Introduction seminar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specific presentations on exchange of experiences meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support by the MAB Team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MAB information material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>What should be changed?</b>							

1 = the biggest challenge, 2 = the second one, → etc. Please, rank the challenges by numbering the boxes

<b>What were the biggest challenges during the mentoring period?</b>	
No shows, cancellations on short notice, only very few meetings	<input type="checkbox"/>
Unpunctuality	<input type="checkbox"/>
No interest, no motivation	<input type="checkbox"/>
Inappropriate behaviour	<input type="checkbox"/>
Language barrier/problems in understanding	<input type="checkbox"/>
Difficulties in using the MAB Platform	<input type="checkbox"/>
Cultural difference	<input type="checkbox"/>
Mentoring not appreciated	<input type="checkbox"/>

Lack of attention	<input type="checkbox"/>
Disappointment regarding honesty and trust	<input type="checkbox"/>
Lack of willingness	<input type="checkbox"/>
Own physical burden by mentee's background	<input type="checkbox"/>
Unreliability	<input type="checkbox"/>
Other. Please specify _____	
<b>No difficulties</b>	<input type="checkbox"/>

1 = not satisfied at all → 6 = fully satisfied

1	2	3	4	5	6
---	---	---	---	---	---

<b>How satisfied were you about the cooperation with the mentoring hub regarding [...]?</b>						
Preparation for mentoring process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friendliness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speed of reaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support during mentoring process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>What were you unsatisfied with?</b>						

1 = very unlikely → 10 = very likely

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

<b>Would you recommend friends to act as a MAB mentor?</b>											
Yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
No											<input type="checkbox"/>

<b>Other comments. What would you like to tell us in addition?</b>

## Annex 14. Final questionnaire for mentees

<b>How did you learn about MAB?</b>	
Family, friends, acquaintances	<input type="checkbox"/>
Company/employer	<input type="checkbox"/>
Job preparation measure	<input type="checkbox"/>
Labour Office	<input type="checkbox"/>
Poster, brochure, flyer	<input type="checkbox"/>
Internet	<input type="checkbox"/>
Other. Please specify _____	

<b>What did your mentor help you with?</b>	
Decision for professional education	<input type="checkbox"/>
Contents of lessons	<input type="checkbox"/>
Preparation for examinations	<input type="checkbox"/>
Increase of motivation to learn	<input type="checkbox"/>
Improvement of language	<input type="checkbox"/>
Practical abilities/work	<input type="checkbox"/>
Conflicts in company	<input type="checkbox"/>
Change of company	<input type="checkbox"/>
Discussing personal problems	<input type="checkbox"/>
Self-organisation	<input type="checkbox"/>
Other. Please specify _____	

- 1 = *Not agree at all*  
 2 = *Partially not agree*  
 3 = *Partially agree*  
 4 = *Fully agree*

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

<b>My mentor...</b>				
Took time for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pushed me forward	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supported my self-confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was always there for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Always listened to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was a good role model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Took me seriously	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other. Please specify _____				

0 = Not requested by me  
 1 = Not agree at all  
 2 = Partially not agree  
 3 = Partially agree  
 4 = Fully agree

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

<b>What did you achieve?</b>				
The situation in the company has improved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I improved myself in vocational school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have successfully completed my training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have found a new apprenticeship/job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I did not drop out of training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other. Please specify _____				

<b>Remarks on the MAB mentoring path</b>	
What was the best part of the mentoring process?	
What was the most difficult part for you during the whole mentoring process?	
What else would you like to tell us about your individual mentoring process?	

1 = very unlikely → 10 = very likely

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
----------	----------	----------	----------	----------	----------	----------	----------	----------	-----------

<b>Would you recommend MAB to your friends in case they have problems in their professional education?</b>									
Yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No									<input type="checkbox"/>

## Annex 15. Informed consent ex art. 13 EU Reg. no. 2016/679. Privacy Policy

### I

* Name	
* Surname	
* Email	

**\* consent to**

▼ *Dropdown list of hubs in the country of residence<sup>29</sup>*

**acting as a “mentoring hub”**

in its capacity as a data controller pursuant to art. 4 EU Reg. no. 679/2016 (hereinafter “controller”). The controller informs you that the personal data you provide will constitute the object of the processing and will be processed in compliance with the EU Reg. no. 2016/679 (hereinafter “GDPR 2016/679”). In particular, we inform you that:

#### 1. Processing object

The controller processes personal data you have communicated in relation to the participation in mentoring initiatives and in the related communication/dissemination activities – such as conferences, interviews, consultancies or other types of events and activities organised by the mentioned organisation in carrying out its mission.

Data will be collected only for the initiatives linked to the “MAB - Mentoring Across Borders” project (Call “ERASMUS-EDU-2022-PCOOP-ENGO”, Action “ERASMUS-LS”, Project no. 101090729).

**Data processing may only take place if subject to the prior release of the consent.**

#### 2. Processing purpose

<b>* Specific purpose(s) of processing regarding the collected personal data will be</b>	
Interviews	<input type="checkbox"/>
Mentoring sessions	<input type="checkbox"/>
Training sessions	<input type="checkbox"/>
Multimedia documentation	<input type="checkbox"/>
Surveys	<input type="checkbox"/>

<sup>29</sup> Ref. Annex 16 (“The MAB partnership and the first mentoring hubs”).

Workshops	<input type="checkbox"/>
Use of the MAB Platform	<input type="checkbox"/>

The data will be collected only for the initiatives connected to the “MAB - Mentoring Across Borders” project through a platform and a website. These latter are hosted on servers provided by the company *Top.Host*, certified for security with ISO 27001:2013 accreditation. The platform is installed on a private server that complies with the requirements of the General Data Protection Regulation (GDPR), ensuring the secure storage and processing of personal data. This server is located in Greece and belongs to the company *Enartia S.A*, which is located at N. Plastira 100 Vassilika Vouton, Heraklion, Crete 70013, Greece.

This statement assures users that their personal data will be handled under the GDPR’s data protection standards while being stored on the hosting server.

Data processing can only take place after obtaining consent.

### **3. Methods of treatment**

The treatment will be carried out in an automated and manual form with the adoption of adequate technical and organisational measures to guarantee a level of security adequate to the risk by the specifically appointed persons under the provisions of Arts. 29 and 32 of GDPR 2016/679.

#### Personal data retention period

Personal data will be kept for 5 years starting from the granting of your last consent for the purpose indicated in point 2.

### **4. Communication and dissemination area**

Collected data will never be disseminated or communicated to other subjects.

#### Transfer of personal data

Your data will not be transferred to third countries outside the European Union, eventually only for research purposes, data could be moved to other member states of the European Union belonging to the MAB project consortium.

## 5. Rights of the interested party

At any time, you may exercise, under Arts. 15 to 22 of GDPR 2016/679, the right to:

- Obtain confirmation of the existence or not of personal data concerning you, even if not yet registered, as well as their communication in an intelligible form;
- Obtain access to your personal data and information related to: the purpose of the processing; categories of personal data concerned; recipients or categories of recipients to whom the personal data have been or will be communicated, in particular, if they are recipients of third countries or international organisations; retention period, where possible, or criteria used to determine it;
- Obtain the correction of inaccurate personal data as well as the integration of incomplete personal data;
- Obtain the deletion of personal data if one of the following reasons exists: personal data are no longer necessary regarding the purposes for which they were collected or otherwise processed; the interested party revokes the consent on which the processing is based in accordance with Art. 6, par. 1, letter a), or Art. 9, par. 2, letter a), and if there is no other legal basis for the processing; the interested party opposes the processing under Art. 21, par. 1, and there is no legitimate overriding reason to proceed with the processing or opposes the processing under Art. 21, par. 2; the personal data have been unlawfully processed; personal data must be deleted to fulfil a legal obligation under European Union law or the law of the Member State to which the data controller is subject; personal data have been collected about the offer of information society services referred in art. 8, par. 1;
- Obtain the limitation of the processing when one of the following hypotheses occurs: the interested party disputes the accuracy of personal data, about the necessary period for the data controller to verify the accuracy of such personal data; processing is unlawful and the interested party opposes the cancellation of personal data and asks instead that the use of them can be limited; although the data controller no longer needs it for processing purposes, personal data are necessary for the data subject to ascertain, exercise or defend a right in court; the interested party opposed the processing under Art. 21, par. 1, pending verification of the possible prevalence of legitimate data controller's reasons compared to those of the interested party;
- Obtain data portability, i.e. to receive in a structured format, commonly used and readable by an automatic device, personal data concerning them with the right to

transmit such data without impediments to another data controller if the processing is based on consent under Art. 6, par. 1, letter a), or of Art. 9, par. 2, letter a), or on a contract under Art. 6, par. 1, letter b) and the processing is carried out by automated means;

- Oppose the processing at any time, even in the case of processing for marketing purposes;
- Oppose an automated decision-making process related to natural persons, including profiling;
- Ask the data controller to access personal data and to correct or delete them or limit their processing or oppose their processing, in addition to the right to data portability;
- Withdraw the consent at any time without prejudice to the lawfulness of the processing based on the consent given before the withdrawal;
- Lodge a complaint with the supervisory authority.

## 6. Mode of exercising rights

You can exercise your rights at any time with a written request sent by:

- Registered letter with return receipt to the organisation indicated at the beginning of this informed consent;
- Email to the address [mab@ceses.eu](mailto:mab@ceses.eu).

## AUTHORISATIONS

*Confederation of European Senior Expert Services (CESES) will collect my data, store and process them within the mentoring across borders system, starting from the MAB Erasmus+ project (no. 101090729), in accordance with the EU General Data Protection Regulation 2016/679. You have the right to revoke the consent at any time. For this an informal message by emailing the address [mab@ceses.eu](mailto:mab@ceses.eu) is sufficient.*

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## Annex 16. The MAB partnership and the first mentoring hubs

Note that MAB mentoring hubs in the following list are marked with the ● blue bullet.

- AGE Platform Europe (**AGE**), established in Av. de Tervueren 168, Bruxelles 1150, *Belgium*
- Centre Européen du Volontariat (**CEV**), established in Av. des Arts 7/8, Bruxelles 1210, *Belgium*
- Confederation of European Senior Expert Services (**CESES**), established in Bischoffsheimlaan 36, Brussel 1000, *Belgium*
- Druzhestvo Znanie (**Znanie Assoc.**), established in Vladayska Str 36, Sofia 1606, *Bulgaria*
- Hellenic Adult Education Association (**HAEA**), established in Kifisias Ave. 89-91, Athens 11523, *Greece*
- Önkéntes Központ Alapítvány (**ÖKA**), established in Katona József utca 39. IV/22/A., Budapest 1137, *Hungary*
- Paratiritirio Tritis Ilikias Kyprou (**CTAO**), established in 15 Alexandrou Papadiamanti street, Limassol 3085, *Cyprus*
- Senior Experten Service - Stiftung der Deutschen Wirtschaft für internationale Zusammenarbeit GMBH (**SES**), established in Buschstraße 2, Bonn 53113, *Germany*
- Seniores Italia Lazio ODV (**Seniores Italia**), established in Via Liberiana 17, Roma 00185, *Italy*
- Stowarzyszenie Centrum Wolontariatu (**SCW**), established in ul. Nowolipki 9B, Warszawa 00 151, *Poland*
- Shoqata per Zhvillimin Ekonomik Lokal te Qarkut te Vlores Auleda (**Auleda**), established in Lagja Isa Boletini, Rruga Nermin Vlora Falaski, Vlorë 9402, *Albania*
- Volontariato Torino ETS (**Vol.To**), established in Via Giovanni Giolitti 21, Torino 10123, *Italy*
- Volontari Senior Professionali ODV (**VSP ODV**), established in C.so Stati Uniti 41, Torino 10129, *Italy*
- 50+ Hellas Astiki Me Kerdoskopikietairia (**50 Kai Hellas**), established in Ammochostou 6, Athina 152 34, *Greece*



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