



Project RETHINK

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HANDBOOK

Developed by Zemgale Planning Region and Research and Development Centre of
Linköping Municipality

Adult non-formal education Program

“Mentor Training Program to Support Young People with a History of Mental Disorders” (including pilotage)

<i>Scope and duration of implementation:</i>	40 hours (up to 12 hours of theoretical training + at least 28 hours of practical application of the acquired knowledge (pilotage))
<i>Mentors' previous knowledge, experience and skills:</i>	Education and / or experience in one of the following areas – social work, social pedagogy, pedagogy, medicine, psychology, and other social sciences or humanities, motivation, physical and mental health, personal maturity, absence of addiction, free time to be devoted to a young person, hobbies and / or professions with a potential to be a valuable resource in the re-socialization of a target group person.
<i>Document:</i>	40-hour training program completion certificate.

PROGRAM DESCRIPTION

The mentor training Program aims to describe the mentoring process so that mentors can provide support to young people with a history of mental developmental disorders in order to help them integrate into society, training and / or employment.

The mentor training process will provide opportunities to acquire understanding of the role and tasks of a mentor in mentoring young people with a history of mental developmental disorders; to acquire practical methods and tools for performing a planned mentoring process; to test the acquired knowledge in practice.

Results to be achieved: At least 20 mentors trained (10 in Zemgale region, 10 in Linköping municipality) and, as a result of successful mentoring, 90% of the 40 supported young people successfully integrated into society, education and / or employment.

Further education or employment opportunities: in other programs that have a demand for mentoring service to the same or a similar target audience.

DESCRIPTION OF THE PROGRAM CONTENT

Introduction

1) About the project RETHINK

Justification:

1. This project addresses the growing need to address the social & economic exclusion of young people in the 18-30 age group with a history of mental illness. A cross border approach is needed because the young people in this target group in the partner regions face common barriers to inclusion including fragmented services insufficiently tailored to their needs (eg community health, housing, family/community support) & a lack of suitable training /support programmes. The cross border approach also brings together relevant professionals & distinct specialisms of the partners to develop a more comprehensive & integrated response to the target group's needs.
2. The project is highly innovative in that it will develop a holistic & transferable education/training & support programme which build on the experience /expertise of the R & D Centre Linköping in Sweden & Zemgale Planning Region in Latvia in developing services to promote the inclusion of this target group. The programme is flexible , & will include personal action planning, the recruitment & training of mentors, & a toolkit of options including arts/creative activities, sports, excursions, volunteering, vocational 'taster courses & work experience to support individuals in moving closer to the labour market.

Project partners:

- Research and Development Centre, Linköping Municipality, SWEDEN;

- Zemgale Planning Region, LATVIA.

Activities:

- Accomplishment of a base line study identifying the opportunities and gaps of the existing support and training programs for 18-30-year-old young people with mental health problems in order to integrate them into the labor market.
- Development and pilotage of a mentor training program.
- Development and pilotage of support programs in order to help 18-30-year-old young people with mental health problems and not involved in education, training or employment.
- Establishing regional Stakeholder Forums of professionals, training providers, NGOs & employers, in order to present and debate the results of the study, the programs developed and their pilotage results.
- Exchange of experience, transfer of good practices – to create cross border network.

Results:

The main project results will be;

- Sustainable cross border network
- 1 joint training /support programme for young people with mental health problems
- Piloting this with 40 young people and 20 mentors
- 140 people participating

Total budget of the project: 251 395.55 EUR (t.sk. ERAF: 197 545.54 EUR)

ZPR budget: 89 988.85 EUR (t.sk. ERAF: 76 490.52 EUR)

Project implementation time: 01.05.2019 - 30.04.2021 (24 months).

The Project is co-financed by: Central Baltic Program 2014-2020; see:

www.centralbaltic.eu; www.europa.eu; www.zemgale.lv/eng

2) Terminology; the roles and responsibilities of the persons involved in the Program

- **Young people with a history of mental diseases (hereinafter referred to as the target group youths)** = young people with a history of mental illnesses, without a determined disability, but with one or more indications of mental illnesses or developmental disorders either acquired in lifetime or congenital, as well as young individuals with a defined disability level III (in some cases level II) and unrestricted legal capacity that are not integrated in society, involved neither in training nor in employment.
- **Target group youth** = a young person aged between 18-30 with a history of mental diseases and / or mental developmental disorders.
- **Mentee** = a target group youth, mentor's experience-transferee, participant of the Project, beneficiary.
- **Mentor** = an adviser, supporter, motivator, personality developer – a facilitator who works with the young person's motivation and finds a personal approach to his / her mentee, as well as helps to arrange the environment and attract resources so that the target person can deal with his / her problems him-/herself and meet his / her needs.
- **Mentoring** = a process, a “one-to-one” relationship where one individual (mentor) donates his / her time voluntarily or for a fee to the support and encouragement of another individual (target group youth). For the experience-transferee (the target group youth), this is usually a time of change and a significant period of life. Mentoring is a relationship of mutual trust and mutual respect; regular interaction between the parties concerned, based on mutual learning and support, between one individual who shares his / her knowledge, experience and wisdom, and another individual who is ready and willing to benefit from this exchange and to enrich his / her professionalism or personal development. The mentoring relationship is based on the mentor's knowledge and experience, which allows the experience-transferee to consider the opportunities, resources at his disposal and use them to solve a specific problem or achieve a goal.
- **Social mentoring** = a mentoring process and relationships basically focused on the target group, which consists of individuals from minority or socially disadvantaged groups who are at risk of becoming or are already in a state of social exclusion. First of all, social mentoring is focused on improving the capabilities and powers of the target group individuals through mentoring relationship in order to influence a change in personal status from the state of social and / or economic exclusion to inclusion into society.
- **Mentoring program** = a program that describes the whole mentoring process from its beginning to its completion; mentor recruitment and screening; mentor training program; piloting the acquired knowledge in practice.

- **Case manager** = a Program-salaried person participating in the development of the mentoring and training program, identifying and evaluating the young people, recruiting mentors, creating and organizing the relationship between mentors and the young people, and helping to prepare individual support plans, helping to launch the intervention phase and organize it, giving advice, supporting, counseling in the mentoring process, resolving conflicts, evaluating the achieved results. If necessary, joins the mentoring process and communicates with the young people's family members, parents, guardians, as well as with various professionals working with the target group youth in case their involvement is necessary during the mentoring process.
- **Training coordinator** = a person responsible for the whole training program in general, particularly for organizing and coordinating the mentors' theoretical training in accordance with this Handbook; participates in the mentors' recruitment and evaluation process; responsible for attracting training managers and preparing the training materials and ensuring their availability; assesses the mentor training program results, assists the case manager.
- **Development officer** = a person developing, improving and supplementing the methodology of the mentoring program; organizing elaboration of methodological materials and supplementary materials for the training program; advising and supporting the training coordinator and case manager; evaluating the achieved results in accordance with the goals defined by the mentoring program.
- **Project Manager** = a person who organizes the implementation and coordination of all the activities defined in the Project application; cooperates with partners in the implementation of joint activities; performs the screening of Project implementation staff (development officer, training coordinator, case manager, mentors); prepares employment contracts and job descriptions; performs supervision, identifies risks and attracts additional resources; performs financial management and prepares reports; evaluates the results.
- **Individual support plan** = a document prepared when initiating the mentoring process and used throughout the mentoring process. The plan is developed using person-focused thinking and planning methods and involving the mentee him-/herself. The support plan is regularly reviewed and supplemented if the living conditions of the target group youth change or if the goals set in the plan are achieved or change.

1. Characteristics, profile and examples of the target group

A survey of the target group and identification of its needs was carried out in each country at the beginning of the RETHINK project, and feasibility study reports were developed, based on the investigation of the situation in the partner regions, in Latvia and Sweden. Both statistical and document analyses were carried out and an assessment of the target group youths' interviews and of the appropriateness of the available services to the target group youths' needs was performed. For further details on the profile, needs and examples of the target group, see the situation investigation – baseline study – reports (country reports and a joint report) developed within the framework of the RETHINK project (Annexes 1, 2 and 3).

Zemgale region:

Aged between 17-29; with a history of mental developmental disorders; most with special primary school education, some with a professional qualification not used in job; with a defined disability level III (some individuals with level II), or without a specified diagnosis / disability. 24 young people, 16 men and 8 women, were interviewed within the investigation process. The majority of the interviewed young people live with their families – parents and other relatives, as well as with their legal representatives (foster-parents). During the investigation and identification of the needs of the target group youths, it was found out that a large part of these young people are at risk of social exclusion, as well as their integration into society does not take place, their right to free choice is limited. The young people possess self-esteem problems, financial difficulties and health problems, they lack hygiene skills, are engaged neither in employment nor in training, although they have a desire to be.

Examples:

Girl, 23 years old. Active, communicative, interested in learning something new; motivated to find a job or involve in training if it is compatible with childcare; very eager to get a driver's license, because she thinks it would be a great relief to be able to take children to kindergarten, to visit the physician, to get to work, etc. (problematic situation with public transport at the place of residence). According to the girl, she could do anything that does not require special skills (she does not have such) – she could work as a cleaner, janitor, dishwasher, etc.; the main thing is to have a job and provide for the family.

Guy, 26 years old. A very communicative, open and active guy; happily engages in different activities when possible; aware of his own abilities and desires; understands that everyone needs a job for living – expressing a phrase that without a job one will not accumulate length of service, demonstrates that he is thinking of the future. The guy has a previous work experience; not afraid to work, believes that the main thing is for him to be able to do / learn it. What bothers him is how he looks in the eyes of others in terms of what he can / cannot do; needs support for filling in formal documents; feels free to ask for help; easily oriented in the immediate vicinity.

Linköping Municipality:

Aged between 18-24, in some cases up to 30 years. Characteristic features – engaged neither in employment nor in training; with low level or incomplete education. The main problems of the target group are personal ones and relate to everyday habits such as sleep disorders, insufficient socialization, lack of physical exercise and of healthy eating habits.

2. The role of the mentor; description of mentoring – values and principles

What is a mentor?

Within this program, the mentor is an adult, over 26 years of age, who has acquired a training programme in the framework of the RETHINK project and who provides support for a target group youth in the implementation of his / her individual plan in order to improve the integration of the young person into society, education and / or employment.

Summarizing the experiences of different countries where mentoring has developed, experts point out that there are two distinct understandings of mentoring – they are referred to as ‘sponsorship’ and ‘developmental’ mentoring:

SPONSORSHIP MENTORING	DEVELOPMENTAL MENTORING
<ul style="list-style-type: none">• The mentor is the boss• The mentor gives, the experience-transferee receives• The mentor actively advocates the interests of the mentee• The mentor shares his wisdom with the experience-transferee• The primary goal is to succeed• The most important thing is a good advice• Loyalty	<ul style="list-style-type: none">• Mutually affected growth process• The mentor helps the experience-transferee to do things independently• The mentor helps the experience-transferee to become smarter• The mentor helps the experience-transferee to understand things himself and guides his development• The primary goal is personality development (career success can result from this)• The most important thing is the ability to ask questions• Learning

This program is based on the values that take into account the individual needs of the target group youths’ and help to create the conditions for meeting these needs and fulfilling the desires themselves; it is based on a person-centered approach, therefore the **following description of the program is more focused on the other – developmental – mentoring, as well as on the social mentoring** that contributes to the individual's personal development and decision-making, although it does not exclude certain moments of sponsorship mentoring, especially at the start stages, with a view to promoting social inclusion, **which also includes the goals of social mentoring** .

The possible roles of the mentor:

ROLE OF THE MENTOR	MAIN TASKS
Consultant	Providing consultations and suggestions, exchanging ideas, providing feedback, sharing information, explaining and advising; identifying the key issues that affect success; helping the experience-transferee to find out the main motives and reasons for improvement; providing support in setting goals.
Friend and adviser	Providing advice to the young person based on his / her individual needs and supporting the young person in his / her personal and professional development.
Encourager / supporter	Encouraging the young person to realize his / her ideas, providing information on learning and career development opportunities; providing support in solving personal issues (social issues, health issues, etc.), as well as assistance in making important decisions and developing strategies.
Broker	Raising resources in order to help the young person identify and realize his / her personal development and professional growth opportunities; providing advice on career opportunities and alternatives; helping to find appropriate means to improve qualifications or social inclusion opportunities for the experience-transferee.
Lawyer / Advocate	Representing and advocating (if necessary) the interests of the young person; asking questions on behalf of the experience-transferee in cases when the transferee himself is unable to deal with them (especially in communication with various institutions, such as SEA, social service, SISA or other).
Teacher / coach	Providing information and modeling the young person's behavior; helping him / her to acquire certain specific skills in the private, social or employment field.
Sponsor	Helping the young person to "open the door" to other resources known to the mentor in order to develop the mentee's talents.
Leader	Through sharing the positive example of mentor's life story, inspire and help the young person to achieve as much as he / she can and promote the mentee's development.
Mediator	Helping the experience-transferee to expand the individual communication network.

According to the experts' recommendations, two similar approaches are distinguished – mentoring and coaching:

MENTORING	COACHING
<ul style="list-style-type: none"> • A more experienced person provides support, guidance and advice to a younger / less experienced person • Aims at personal development that will be beneficial for the individual itself and the society as a whole 	<ul style="list-style-type: none"> • Grows the person's skills and knowledge in order to improve his / her work performance, thus contributing to the promotion of personal goals • Aims to promote maximum performance and improvement at work

MENTORING	COACHING
<ul style="list-style-type: none"> • Helps the person manage his / her life and improve the skills <ul style="list-style-type: none"> • Improves the abilities and potential • Personal issues can also be discussed • Long-term relationship • A less formal structure • A broader view of people • The experience-transferee guides the process • Development through training, learning and support • Use of questioning techniques in order to stimulate thinking processes that help to see solutions and actions, rather than an indicative (directive) approach • Developing the person's competence rather than creating dependence on a mentor • Identifying needs, motivations, desires, skills and thinking processes in order to support promotion of real and sustainable changes • Supporting the person in setting appropriate goals and identification of methods for developmental assessment • Observation, listening and asking questions • Use of creative methods and techniques, such as training, process facilitation, advising and <i>networking</i>; • Continuous support rather than evaluating the person and his / her views, lifestyle or aspirations • Encouraging the experience-transferee to continue his / her growth and the improvement of competencies 	<ul style="list-style-type: none"> • Activity focuses on the development of individual skills <ul style="list-style-type: none"> • Develops performance and skills • Usually short-term relationship • Usually a more structured process with regular meetings • The process is guided by a coach

To achieve the objectives of this program, the **mentoring process** is more appropriate.

This does not exclude, in individual cases, the focus on one specific area (such as financial area (including budgeting a week, a month), acquirement and development of everyday skills (hygiene, communication, etc.) which the mentor as a coach agrees to develop with the young person.

3. Five stages of the mentoring process

According to the methodology developed by experts, the mentoring process basically consists of five following stages: (1) building relationship; (2) setting the goals; (3) activities; (4) conclusion ; (5) moving forward. The following is a detailed theoretical description of each stage and its intended implementation [within this program](#) is provided below.

3.1. BUILDING RELATIONSHIP

- Find out if the mentor and the experience-transferee can work together.
- Agree upon the intent and the form of cooperation.
- Clarify values and interests.
- Build mutual respect.
- Specify desires, roles and behaviour.
- Find out the differences between personalities.
- Level up alien barriers.
- Create verbal and nonverbal dialogue.

Factors that can affect the cooperation between the mentor and the target group youth:

- kinship;
- gender;
- age;
- religious identity;
- positive / negative experience of previous cooperation;
- stereotypes or prejudices;
- stigmatization experience;
- positive / negative attitude or dislike towards the person;
- positive / negative expectations, etc.

According to various indicators, the mentor may closely match up to the young mentee, but sometimes he / she can be absolutely different by gender and age, by ethnic origin, by religious identity, socio-economic status, presence / absence of disability status, by the area of studies or profession, by interests and other criteria.

However, [within the program of this project](#), the gender differences will be taken into account and mentors of the mentee's gender will be selected for the young people whenever possible.

When determining the mentor's / mentee's workload, the following aspects should be taken into account:

- the young person's physical health;
- the young person's mental health;
- presence / absence of a defined disability level;

- probability of predictable disability;
- presence / absence of addictions;
- risk behavior (deviance, delinquency, aggression / violence);
- presence / absence of criminal record;
- presence / absence of support network (family, relatives, friends, support staff, support person);
- the resources available to the young person;
- the young person's motivation;
- complexity of the individual action program, etc.

In the case of ZPR, this stage is planned to be realized within a 3-5 day camp / summer school where the mentors and the young people participate in common sporting and leisure activities, as well as in minor classes of dance-therapy groups, arts-therapy activities, etc., where they get to know each other through direct verbal, non-verbal contacts, finding out whether cooperation between them is possible, by clarifying the commonalities and differences, reducing the barriers and initiating a dialogue.

- The case manager shall be responsible for this stage, assisted by the training coordinator, advised and methodically supported by the development officer; the project manager shall take decisions, conclude contracts and administer the budget.

In the Swedish example, this has been the case since the beginning of 2020.

This also includes introducing mentees and mentors – their stories, motivations, and desires – to the case manager and the training manager, who assist in the process of building relationships, and to some extent, direct and supervise the process.

The process of building a relationship between the mentor and the young person is further described in Section 4 of this program.

3.2. SETTING THE GOALS

- Identifying and being aware of the problems.
- Clarify the objectives and solutions in relation to everyday actions and activities.
- Define long-term goals.
- Prepare individual support plans.

Within this program, preparation of the individual support plan takes place at this stage.

Individual Support Plan = an agreement between the young person and the mentor, which defines the cooperation objectives, linked to everyday actions, in order to address the needs or challenges of the young person, and to develop his or her skills and personality, and to promote engagement in education or employment.

The Plan is developed using person-centered thinking and planning methods, involving the mentee, and is based on the young person's own needs and desires. The

agreement on goals and actions is recorded in a short document (pp. 1-3). It is prepared upon initiating the mentoring process and is used throughout the mentoring process. The Support plan shall be regularly reviewed and supplemented in case the living conditions of the target group youth change or the goals set in the Plan are achieved or change.

When setting down the Individual Support Plan, it is desirable for the case manager and the mentor to use the **SMART principle**, i.e. the goal, the result to be achieved and the planned activities shall be formulated in compliance with the following criteria:

Specific: concrete, precise, clearly defined, understandable to everyone;
Measurable: quantifiable, assessable; clear what will *happen* when the result is achieved; definable in numbers, quantity, comparisons;
Achievable: not utopian, attainable, action-oriented, operationally designed with real and available resources for its implementation;
Realistic: the young person has a realistic chance of achieving and implementing it, with a view to the possibilities of the respective municipality; relevance to the situation and availability of resources;
Timed: fixed in time; deadline fixed.

To better explore the training or employment opportunities of the young person, before drawing up the Plan, a preliminary situation **survey of the target group youth** should be carried out, including the identification of the young person's education, employment, past experience, needs for interest and skill development, as well as the identification of the restrictive and other factors (see Annexes 1-3 for a preliminary survey of the target group youths).

This includes:

- **Motivating interview**, using the questions proposed for interviewing (see Annex 5); **creating informative map or eco-map** by identifying resources and problems (see Annex 6), and other methods.
- **Observation of the young people** by acting in practice ([in the case of ZPR](#), in various workshops, sports activities, art therapy groups within summer school).
- [In the case of Linköping](#), by testing **various individual support activities and interventions** (see Annex 7 for the description).

In the development of an Individual Support Plan suitable for the target group youth the following aspects should be take into account:

- expert recommendations and opinions (if necessary);
- territorial aspects of the municipality, specifics of infrastructure (public transport, Internet);
- social and health promotion services and other resources and facilities at the disposal of the municipality;
- educational opportunities in the municipality and / or region;
- employment opportunities in the municipality and / or region;

- individual, family, institutional, municipal and community level risks that may affect the implementation of the individual activity program.

The development of the Individual Support Plan should focus on the target group youth in the environment and on the interaction of these two factors; and problem solving should be linked to the promotion of change at several levels:

- person (the target group youth) – his / her improvement; the target group youth's own desires and suggestions; information about the target group youth, the causes of his / her problem and its severity, obtained in the result of profiling;
- relationship between the person (target group youth) and the system – access to municipal, regional and national level services and resources, connection with them – education, health, social services, employment promotion services – municipal territorial aspects, infrastructure (public transport, Internet).

To achieve the objectives of this Project and taking into account the limited capacity and specific needs of the target group, it is essential to include **at least two** UNESCO learning pillars, as well as the principles of the UN Convention on the Rights of Persons with Disabilities, in the development of the Individual Support Plans:

- Learning to be and the right to personality development.
 - Learning to live together and the right to be included in society.
 - Learning to do (realizing oneself in action).
 - Learning to know (lifelong learning).
- At this stage, the main responsibility lies with the case manager and the mentors in developing the Individual Support Plans together with the young people.
- The training coordinator as an assistant who organizes joint activities, while the development officer as a consultant who provides methodological support in developing the Support Plans and raising additional resources.

3.3. ACTIVITIES AND INTERVENTION

- Mutual challenge of prevailing views in action.
- Going deeper into issues that cause youth problems.
- Creative ways to support the young person, to help create the conditions for meeting the needs and implement the Individual Support Plan.
- Two-way learning from the mentoring process.
- Over time, the young person takes the lead in the relationship with the mentor and guides the process himself.

Within this program, this stage provides for the implementation of the Individual Support Plan (see Mentoring stage 2) – both by acquiring basic skills within society and by promoting the involvement of the target group youths into education or

the labor market, and on the basis of the preliminary research on the needs of the target group youths.

Areas of support to be included in the Program of individual activities according to UNESCO learning pillars:

THE LEARNING PILLAR	DESCRIPTION	EXAMPLES WITHIN THE PROGRAM OF THIS PROJECT
1. Learning to be	Developing the personality, autonomy, creativity, personal responsibility	<ul style="list-style-type: none"> • individual mentoring sessions • goal setting negotiations • sports (including folk sports) lessons • art / creative activity classes • outdoor life activities • speaking in front of the group • involvement in a drama group, improvisational theater • reading books • attending various public events and places • individual consultations of various specialists (psychologists, social workers, etc.) • support for advocacy and self-protection from violence (if necessary) • support for receiving social services, social assistance and social rehabilitation services • if necessary, also training of personal hygiene and other basic skills, such as finance (including budget planning and property management issues): weekly or monthly budget planning (depending on the intensity of support needed by the target group youth); decision-making assistance about the necessary purchases, the principles to be taken into account when choosing the required purchase or product (especially for larger purchases as well as taking on credit obligations), etc. • support to access the health care area (up to the doctor's office) if necessary: <ul style="list-style-type: none"> ○ providing support in the screening and access of medical services necessary for making decisions; ○ providing support in making decisions, when the young person communicates with health care professionals, for instance, participation (only with the consent of both the young person and the doctor) during the doctor's consultation to better explain the information provided by the doctor, participation (only with the consent of both the young person and the service provider) during the examination or rehabilitation services to explain the instructions given, the need for procedures and to help make an appropriate decision, etc.

THE LEARNING PILLAR	DESCRIPTION	EXAMPLES WITHIN THE PROGRAM OF THIS PROJECT
2. Learning to live together	Learning to cooperate with other people, to understand the social processes, to receive support for participation.	<ul style="list-style-type: none"> • motivation groups • support groups • day centre classes • practical long-term actions to develop and strengthen habits (early morning wake-up, ability to cooperate, etc.) • voluntary work, such as in an animal shelter or elsewhere • involvement in a drama group, improvisational theater • attending various public events and places (cultural events, sports games, natural objects, etc.) • common walks / trekking in nature • decision-making support by helping to develop communication skills that include: <ul style="list-style-type: none"> ○ support in communication with family members ○ mastering secure communication with the public ○ acquiring basic skills in conflict resolution ○ providing support in finding new friends, acquaintances and support persons
3. Learning to do	Work ethic, employment skills.	<ul style="list-style-type: none"> • awareness of own interests, skills and competences • visits to masters of various trades • temporary work in agriculture • use of SEA programs • work in specialized workshops, if any in the vicinity • work in social enterprises, if any in the vicinity • participation in master-classes or demonstrations, exhibitions and fairs as a spectator, if any takes place in the vicinity • compiling own portfolio / CV • assistance in arranging documents when contacting with the employer or other institutions, support in making an independent decision
4. Learning to know	Acquiring both expanded and specific knowledge useful for self-realization in the work environment.	<ul style="list-style-type: none"> • Finding and selecting specific SISA programs for young people with mental disorders • Finding and selecting SEA courses for young people with mental disorders • e-learning programs • common movie watching and analysis • common reading of books and magazines, analysis

Target group youths may have different needs, and therefore the necessary mentoring process duration will be different, for instance, some young people will need support throughout the implementation of the pilot project and beyond, but some other young people will need support only in dealing with certain issues.

Within the pilot project and taking into account the number of areas to be supported, the level of support for each young person of the target group will be determined in the Individual Support Plan, but it may be up to 14 hours for one person during the entire trial period of the Program, with a view to the limitations of the Program.

- At this stage, mentors perform all the main support tasks, the target group youths and mentors are the main advancers of the mentoring process and intervention.
- At this stage, the case manager shall conduct informal support meetings with a group of mentors every two weeks or monthly within the framework of the project in order to share experience with each other. The case manager shall identify risks and potential conflicts, difficulties between the mentees and the mentors, organize the prevention of disturbances, or report on the need or possibility of breaking the relationship between the mentor and the mentee.
- Training coordinator acts as an assistant of case manager and helps to organize group meetings, provide information, etc.
- At this stage, the development officer participates as an observer in the support meetings with the mentor group, communicates with the case manager and provides advice or methodological support in identifying risks, in raising additional resources and in achieving results.

3.4. CONCLUSION

- The target group youth (experience-transferee) has achieved a large part of his / her goals.
- The experience-transferee is self-confident.
- The experience-transferee has a plan and insight on how to continue his / her growth.
- Evaluating and recording the process, results and success; planning the final event (rather than stretching the final of the process).

Within the framework of this project, 90% of the 20 target group youths in each country – the Zemgale Planning Region in Latvia and Linköping municipality in Sweden (altogether 40) are expected to improve their personal situation, to integrate into society, training or employment.

Expected final results of mentoring:

- Young people have received specific support and trained their ability to integrate into society, training or employment; they are able to take the next steps themselves; a network of support that can be useful for the young people has been identified and inquired.
- 20 mentors from both countries have gained both training and experience in providing mentoring services to young people with a history of mental health disorders; they are able to apply the acquired knowledge and skills in practice.

- A support program for young people with mentor involvement has been created and tested (piloted), and a mentor training program has been created and tested.
 - Evaluation and presentation of the results has been organized. Development officer and Training coordinator in cooperation with the Case manager prepare a Final evaluation and report on the achieved results, identified difficulties and recommendations for the improvement of the mentoring program.
- Case manager, Training coordinator and Project manager are responsible for the organization of the Final event.

3.5. MOVING FORWARD

- Transforming mentorship into a friendship if both sides want it.
- Continuing mutual collaboration for testing ideas and networking purposes.

This project does not envisage maintaining formal contacts after the end of the project, but does not exclude maintaining informal contacts or other types of relationships between the target group youths and mentors.

4. Characteristics of mentors; recruitment, screening and matching

- An “ideal” mentor – the mentor’s “profile”: traits, skills, knowledge / experience, qualities.
- Recruitment – how to attract and get mentors?
- Screening – how to select and choose mentors?
- Matching – as a part of screening, and conclusion; the initial building of relationship between the mentor and the target group youth.

4.1. “THE IDEAL MENTOR”

An “ideal” mentor is the one who possesses the following:

- Competence.
- Experience.
- Motivation.
- Physical and mental health.
- Maturity of the personality.
- Communication skills
- Absence of addictions.
- Time that can be devoted to a young person.
- Hobbies and / or profession that can be a valuable resource in the re-socialization of the target group youth.

Given the diversity of the target group youths and the need for an individual approach, it is not possible to define one type of an ideal mentor; groups can be distinguished by age, gender and ethnicity.

Theoretically, this program can have three mentor variants / groups:

- I. **A youth – a youth:** mentor at a similar age as the target-group youth (at least 3 years older than the young person), possibly with similar experience, or skills and qualities that match the interests and needs of the young person of the target group. Sub-groups may be distinguished by gender: young men and young women, or by ethnicity, for instance in LV – Latvian and Russian-speakers.
- II. **An adult – a youth:** mentor at the age of the target-group youth’s parents (~ 35-55), who has more life experience and professional knowledge to use in the mentoring process. Sub-groups may be distinguished by gender: men and women, or by ethnicity, for instance in LV – Latvian and Russian-speakers.
- III. **A senior – a youth:** mentor at the age of the target-group youth’s grandparents (~55-65), who has life experience, experience with children and young people, possibly social or educational experience (e.g. ex-staff social worker) and not currently working; having plenty of time resources to devote to mentoring. Sub-

groups may be distinguished by gender: men and women, or by ethnicity, for instance in LV – Latvian and Russian-speakers.

Mentor “profile” in the RETHINK program – mandatory / primary and preferable / secondary features:

MENTOR	SKILLS	KNOWLEDGE, EXPERIENCE	FEATURES
<ul style="list-style-type: none"> • Mandatory/primary 	<ul style="list-style-type: none"> • Good communication skills (questioning and listening skills), ability to understand the target group youths; • Listening skills, ability to provide feedback, encourage, evaluate critically, motivate and support; • Skills to transfer his/her experience, knowledge and/or skills to the target group youth; • Risk management skills; • Willingness to devote time to mentoring. 	<ul style="list-style-type: none"> • Education, previous experience – social field, field of education or social sciences; • Understanding of people's diversity, people's equal opportunities regardless of abilities and health condition; • Knowledge in the area of social services and types of support for persons with mental disorders in Latvia. 	<ul style="list-style-type: none"> • Motivation, desire to mentor a young person with mental disorders; • Taking responsibility for the role and responsibilities of the mentor; • Openness, openheartedness, interest, empathy, sense of equality; • Physical and mental health, psychological stability; • Professionalism.
<ul style="list-style-type: none"> • Preferable/secondary 	<ul style="list-style-type: none"> • Ability to be flexible in providing individual support to the target group youth; • Ability to think non-standardized, creative, to look for an individual approach to the target group youth; • Ability to collaborate with other professionals; • Growth promotion skills; • Planning skills, ability to be accurate and organized; • Ability to build trustworthy and equal relationships; • Ability to cooperate with a young person. 	<ul style="list-style-type: none"> • Mentor's, volunteer's, support person's experience; • Assistant's for a disabled person or family assistant's work experience; • Experience in working with young people, incl. with young people at risk of social exclusion; • Hobbies and/or profession that can be a valuable resource in the re-socialization of the target group youth. 	<ul style="list-style-type: none"> • Maturity of the personality; • Absence of addictions; • Ability to encourage, motivate and support; • Etc.

The knowledge and skills necessary for a mentor can be acquired and developed in the trainings provided within the framework of the Program.

4.2. MENTOR RECRUITMENT

Once the “profile” of an “ideal” mentor is defined, the objectives of the program, the duration, the results to be achieved and other specific issues are known, mentor

recruitment or attraction activities can be measures performed. To accomplish this as successfully as possible, it is good to know what aspects are important for adults to wish to become mentors, as well as to plan the practical steps of the recruitment process.

Motivation to become a mentor – one or more of the following reasons, also typical for any voluntary, altruistic work, according to research:

- Values – test one's values in action (based on my values, I am really concerned about this problem and the particular group I intend to devote my time to).
- Work / career opportunities – discover new career opportunities (try in practice one's capacity extension, interest in support to young people, social mentoring).
- Understanding – gaining a greater awareness of the world and people in it (including one's own children, brothers, sisters, etc.) and he / she him-/herself (mentoring allows me to gain a new perspective on the processes and people, to get rid of illusions about myself and others).
- Enhancement – feeling more important, building new relationships, raising one's self-esteem (feeling needed, belonging).
- Protection – distract from routine work or one's own problems (mentoring relieves me from feeling guilty over being more successful than others, or from situations where I did not help anyone in a similar situation).
- Social involvement – satisfying the expectations of people important to me – a friend, wife / husband, brother / sister, parents, who appreciate the mentoring opportunities.
- Belonging to the local society (community) – I am becoming a mentor because that is how I fulfill my duty to the local community.

Practical recommendations for recruitment planning and organization:

Step 1 – Identify and compile a list of the existing social networks in order to invite mentors – identify the existing mentors, former mentors, representatives of similar professions who want to improve their qualification, relatives of the target group youths who can transfer their experience to other young people, retired professionals who want to learn something new, well-known people we can imagine as mentors.

Step 2 – Prepare a recruitment message – a message with a sticky headline mentioning the potential motivation of potential mentors to apply for the TOP 5, clearly defines the benefits that mentors will gain from this program, mentioning both the difficulties and the potential support that the program offers, think about the visual solution and contact information where questions can be asked.

Step 3 – Offer and inform about mentor training and support program that provides opportunity to acquire new, in-depth knowledge and skills that help to discover

something more about yourself, responsibilities and obligations as a mentor, gives you the opportunity and time to decide if you are suitable for mentoring.

- [Within the framework of this program](#), potential mentors are offered training opportunities that combine the acquisition of knowledge about mentoring as such, mentoring for young people with a history of mental disorders, as well as practice opportunity that can be useful both in future professional or private life, as well as in volunteering.

Step 4 – Make sure that all practical steps in the mentoring process are clearly defined and transparent, the results to be achieved are defined, the responsibilities are shared; specify exactly how much time it will take from mentors, and in how long time.

- [Within the framework of this program](#) – a description of the program

Step 5 – Make sure that there is a clear application procedure - where, how and when can you apply for mentor screening?

- [Within the framework of this program](#) – *Google forms* registration, indicating name, surname, contacts, how did you find out the program, the main motivation to become a mentor?

Step 6 - Identify the appropriate information channels in which potential mentors can be invited to apply for screening (soc networks, mouth-to-mouth, shared e-mails, etc.), and address directly someone who are already identified as a potential mentors.

- This process within this Project is the responsibility of the Training coordinator and Case manager consulted by the Development officer.

4.3. MENTOR SCREENING

Given that the young person in the target group of this program has a history of mental disorders, there is a possibility that:

- mentee – the target group youth – has suffered from physical, emotional or sexual abuse;
- the young person has been a victim of human trafficking;
- the young person has addiction problems;
- the young person has deviant behavior.

Therefore, special attention is paid to the screening of mentors in order to select mentors with the lowest risk potential. As the Project target group youths is a specific target audience, because there are different risks in contacting young people with mental health disorders or history, in their inclusion into society; the young people are vulnerable, there may be health, family, addiction, self-esteem, etc. problems. It is **very important to choose mentors who will correspond to the specifics of the target group, will be able to go deep into and address the needs of young people,**

and will choose the most appropriate ways to implement the young person's Individual Plan. Mentor's suitability is important from both the safety and the adequacy point of view – so as not to create a chance that the young person will be harmed.

For the screening of mentors, this programme provides for 6 stages:

STAGES	DESCRIPTION / RETHINK SPECIFICS	RESPONSIBLE PERSONS
1. Mentor application form	Application form (such as <i>Google forms</i>) - where to provide contact information, education and experience, and a short motivation – why do I want to be a mentor?	The training coordinator collects the data, evaluates the applications and selects the most suitable applicants together with the case manager, project manager, etc.; and sends the survey.
2. Survey (to specify skills, qualities, training needs)	An electronic survey, where mentors note their skills, qualities, knowledge, etc., assess the current knowledge and indicate the needs to be acquired in training (see Annex 9). The questionnaire includes questions about the mentor's previous experience and knowledge, taking into account the developed "profile" of the mentor, as well as self-assessment of knowledge and skills in mentoring, in line with the training program, to clarify and adapt training to a specific group of mentors. The questionnaire also includes questions about the professional field where the mentor works / has worked and the network of contacts that the mentor could use during mentoring.	The training coordinator collects the data and evaluates the questionnaires and selects the most suitable applicants to nominate them for the training program together with the case manager, project manager, etc.. Informs applicants about the results.
3. Interviews	Skype / telephone / face-to-face interviews with the mentors selected as suitable for the RETHINK project. The purpose of the interview is to establish contact with potential mentors, discuss in more detail the information provided in the survey, specify it; at the same time it provides opportunity for the mentor to ask questions to the program coordinator, etc. about what to expect.	The interview is conducted by the project manager and / or case manager.
4. Screening, information verification	During and in parallel with the interviews, the mentors' compliance and safety criteria (no criminal record, absence of addictions, references or other criteria) are checked.	Training coordinator and / or case manager.

STAGES	DESCRIPTION / RETHINK SPECIFICS	RESPONSIBLE PERSONS
5. Training	<p>Nominated applicants are informed about the beginning and form of the training program (RETHINK up to 12 hours of theory + at least 28 hours of practice). The theoretical content of the training program offers to be aware of motivation, experience, one's skills, resources and limits. Theoretical training also has a kind of screening character, as it is acceptable that as a result of the training the person becomes aware of his / her suitability for the role of mentor, or the training moderator or the program coordinator observing the process and the results conclude that the mentor candidate is inappropriate. However, in general, the theoretical learning process should identify each person weaknesses that need to be improved and supervised.</p> <p>At the end of the training, the most relevant target group youth for each mentor is already identified in indicative terms (pre-matching).</p>	Training coordinator.
6. Matching pairs	In the process of creating pairs – matching – in the 1st stage of practical mentoring (in the case of ZPR – in the camp) – mutual compatibility is found in the result of various practical activities (sports activities, art therapy group, dance therapy, etc.).	Case manager and training coordinator.

However, the screening should maintain a balance between evaluation, screening and positive motivation to be a good mentor.

4.4. MATCHING MENTORS WITH THE TARGET GROUP YOUTHS

When matching mentors with the target group youth, it is important to take into account the following **CRITERIA**:

- Similar identities (race, ethnicity, culture, language identity)
- Absence of language barrier
- Geographical distance
- Availability / timing
- Common or compatible interests
- Needs / interests of the target group youth
- Mentor's needs and interests
- Mentor's skills and strengths

- Life experience
- Similar values
- Temperament compatibility
- Personality traits
- Mentor-youth mutual acceptance; acceptance by parents / guardians
- Mentor should be at least 3 years older than the mentee

4 steps of matching mentors with the target group youth:

Step 1 – start organizational work for an event where potential mentors and target group youths can meet and where the “natural chemistry” of relationships can take place.

- In the case of ZPR: summer school / camp, 3-5 days long
- In the case of Linköping: it has been done step by step

Step 2 – prepare proposals for mentors and mentees, based on questionnaires, previous two-way research studies on both mentors’ and youths’ needs, skills, qualities etc.

Step 3 – introduce the young people, mentors and parents / guardians with the rules, steps, etc. of the Program.

Step 4 – organize a mentoring kick-off event, which should include the following elements:

- “Getting to know you” questions;
- “Life road map” practice exercises to find out where the participants have been and where they are heading to;
- Playing sport games or doing other physical activities other than „sitting and talking” so that the participants can learn more about each other’s personality.

In the case of ZPR, all the previously recommended activities would take place within the 3-5 day summer school, both introductory exercises and compiling and presenting a “life road map”, sports games in groups, in pairs, in small teams with mentors, dance and movement therapy classes under the guidance of a therapist, visual plastic art lessons and woodworking workshop, working in the kitchen – baking a cake together, etc.

After pair matching, an agreement / contract on the mentor's work will be signed with each mentor, which will specify – work to be performed by mentor, responsibilities, rights, term of the mentoring process / frequency of mentoring, payment for expenses, etc., as well as the right to terminate cooperation and mentoring process, the termination process will be agreed (for the examples of agreements, see Annex 10).

5. Mentor training

See Annex 11 - description of the training program and modules (Toms Urdze) .

6. Rights and obligations of mentors and mentees, termination of mentoring relationship

Based on the experience of other similar projects and expert recommendations, the main principles of the Program regarding the rights and responsibilities of the target group youths and mentors during the mentoring process have been developed, as well as the procedure where each party has the right to terminate the mentoring process and withdraw this relationship by informing the Case manager in advance. The potential risks are also identified in case of which the Case manager is recommended to change the specific mentors, as well as conflict resolution and other options which should be assessed by the Case manager, together with the mentor, if necessary and possible.

6.1. RIGHTS AND RESPONSIBILITIES OF MENTORS AND MENTEES; PRINCIPLES OF COOPERATION; POSSIBLE RISKS

Target group youths have the rights to:

- receive support to address social inclusion and other needs;
- receive information necessary for decision-making in a way and language that he or she understands;
- make a decision independently, including a decision which others do not approve;
- change his / her decision at any time;
- enjoy respect for the expectations and choices made;
- refuse to receive mentor support.

Responsibilities of the target group youths:

- to cooperate with the mentor and Case manager;
- to treat the mentor and other participants with respect;
- not to endanger the mentor's health or life.

Mentor has the rights to:

- stop providing mentor's support:
 - if the young person treats the mentor unworthily or abusively;
 - endangers the mentor's health or life;
 - commits criminal activities.

Mentor's responsibilities:

- to find out the needs and desires of the target group youth;
- to ensure the information necessary for making decisions and provide it to the young person in an understandable way and language;
- to provide the necessary support so that the young person can express his or her will and make an independent choice;
- to ensure that the young person's choices are implemented, if possible;
- to observe the principles of confidentiality and protection of personal data (including sensitive data) when providing information to third parties, including, but not limited to – national and local government institutions, law enforcement institutions, medical institutions, relatives of young people and other persons;
- to respect the young person's autonomy in making decisions;
- to respect the young person's desires and choices;
- to inform the Case manager and the Project manager:
 - if there is a conflict of interest between the mentor and the young person;
 - if the provision of support has become impossible;
 - if the mentee cannot be reached.

Values and basic principles for working with the target group youths:

The two basic values that must be taken into account in support and assistance processes are: **respect for the individual** and respect for his uniqueness, as well as the **individual's self-determination**.

Respect for the individual means:

- seeing the good in every person;
- acceptance of the differences, acceptance of the individual's capabilities, limits, the necessary time and pace;
- trust in the development of the individual's potential for his or her well-being; promotion of self-esteem and acceptance of him or her without condemnation. Respect relates to a non-judicious and non-stigmatizing attitude. The differences and different values of others should be understood.

Respect for individuals in practice manifests itself as:

- treating people as individual beings and avoiding their classification;
- involvement them in solving their own problems, promotion of participation (work should be done with the target group youth rather than instead of him);
- discovering the potential abilities of individuals;
- treating people as responsible beings, those who are able to make decisions and be responsible both for their decisions and actions and their consequences.

Self-determination – the values of the target group youth must be a priority in decision-making. The role of the mentor is to look at the situation from the point of view of

the young person in the target group and “help him / her to make the best possible decisions based on his / her values and beliefs.” The right to self-determination must be respected.

Risks / situations when the Case manager is recommended to substitute the mentor:

- mutual mismatch between mentor and young person and non-establishment of cooperation relations (values, beliefs, understanding, mismatch of character / temperament, etc.);
- non-observance / violation of borders (lack of tolerance, sharing of alcohol and other addictive substances, sexual intercourse, etc.);
- the safety of the young person or mentor (violence) is endangered;
- breach of confidentiality;
- incompetence about the young person in question, which manifests itself in a lack of understanding of the young person's specific needs and in-depth study of the young person's situation;
- the mentor's difficulty in balancing his / her work, lifestyle with fulfilling his / her mentoring duties, too little time to provide support to the young person;
- neglect of the young person, failure to fulfill the duties and obligations of the mentor;
- providing contradictory, conflicting and inappropriate advice in the individual program of measures and inadequate promotion of the young person, responding to negative experiences;
- misappropriation of personal gain;
- prolonged absence of the mentor involved in illness, emigration, etc. reasons.

Termination of mentoring relationship

The mentoring process and relationship can be terminated at the request of the target group young person or mentor (taking into account the situation and circumstances in which the conflict arises or the rights and obligations of either party are not respected) or based on the decision of the project manager and case manager. and responsibilities).

6.2. TERMINATION OF THE MENTORING PROCESS AT THE REQUEST OF THE MENTEE OR MENTOR

If the young person has informed the mentor of the wish to end the mentoring relationship, or the mentor himself / herself expresses such a wish, the mentor immediately informs the case manager, who contacts the young person and the mentor to find out the reasons why the young person wants to end the process.

➔ If the reason for terminating the process is a conflict situation between the young person and the mentor, the case manager tries to resolve the conflict situation. In the case of positive solution the mentor can continue to provide mentoring services, but in the case of negative solution, the case manager may propose another mentor to the young person and, if a young person agrees, and is available in an appropriate mentor, the mentoring process is continued with another mentor.

- ➔ If the young person still wants to stop mentoring, he or she and the mentor inform both the case manager and the project manager and a decision is made to stop the young person from participating in the project. If the mentor wants to continue participating in the pilot project, the case manager evaluates the mentor's suitability and deals with the situation as much as possible.
- ➔ The young person may want to end the mentoring relationship if the content of the support does not meet the wishes and needs of the young person, for example, support is not provided in the required areas, the amount of support is insufficient. If the case manager realizes the necessity of changes, the young person is motivated to create a new Individual Support Plan. If the young person agrees, he or she creates a new Support Plan and the project manager shall be informed on the need to adopt a new decision on the support areas, the amount of intensity level, and the involvement of mentors and together with case the manager by addressing the possibility of providing specific support to the young person.
- ➔ And other cases according to the risks identified by the parties involved.

6.3. TERMINATION OF THE MENTORING PROCESS SERVICE AT THE INITIATIVE OF THE PROJECT MANAGER AND CASE MANAGER

The provision of mentor support to a young person may be terminated on the basis of a decision by the project manager and/or the case manager, if the objectives of the young person set out in the individual plan have been achieved and the young person agrees with the process or if, because of the young person's attitude or behaviour, there is a basis for unilateral termination of the relationship.

- ➔ If the mentor, together with the case manager, finds that the objectives set out in the Individual Support Plan have been achieved, the mentor shall invite the person to be assisted and inform the case manager of the outcome of the conversation. The case manager is in contact with the young person to find out the point of view of the youth. If, in cases, the manager finds that a young person wishes to continue receiving the support of a mentor, but the content of the support (individual plan, objectives, size or intensity) should be changed, a new assessment, an updated Individual Support Plan and the project manager should be informed of the need to continue the process, or to change the mentor, or about other solutions.
- ➔ If the case manager and the mentor establish that all Individual Support Plan objectives have been achieved and the young person agrees to terminate the mentoring process, then the case manager shall inform the project manager, who decides on the mentoring service termination.

If a conversation with the young person shows that the young person wants to maintain relationship with the mentor, because he or she feels lonely or isolated, he case manager together with the mentor can offer the following to the young person:

- assistance in building a circle of support. The existing individual support plan is revised accordingly and the project manager makes a new decision on the areas, amount and intensity of support based on the revised support plan;

- find ways to maintain a relationship with the young person , for example, the mentor may offer to invite the supported person to various events in the region, or offer further development through community activities, opportunities provided by various social services (such as day center, specialist workshops, etc.)

The RETHINK Project manager and the Case manager may take a decision to terminate the mentoring process if:

- the young person or mentor treats each other disrespectfully and offensively; unworthily and abusively;
- the young person endangers the health or life of the mentor, or vice versa;
- the young person commits criminal activities.

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ANNEXES

1. Pētījums "Esošās situācijas izpēte Zemgales reģionā un atbalsta sistēmas trūkumu identificēšana jauniešu ar garīga rakstura traucējumiem integrācijai darba tirgū/ sabiedrībā". Zemgales plānošanas reģions, pētniece Anita Baltace, 2019.
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