



**Introduction to Peer Mentoring for
fresh Volunteers , Mentors and Adult Educators**

Methodological Guide on Modules as a whole



CYCLISIS – Greece

“ GET INVOLVED THROUGH PEER MENTORING”

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Apo koinou group of volunteers

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WWW.GET-INVOLVED.EU

WWW.cyclisis.gr/peermentoring_modules.php





Dear Active members of Local Communities, NGOs Leaders and Adult Mentors

“Active Citizens more nowadays not only as European members but also as Agents of Global human values, for many reasons will or are convinced to be more active in a sharing way, especially for social solidarity reasons and a various of socio economic challenges ...

.....but also very often because of ignorance of how to become active in voluntary basis and to be effective and productive for the social good, they are skepticists about this feeling: how to become and be critical as active volunteer, through learning by others experience or searching about from global one in order to enrich their own voluntary thesis.

Every person of our societies being member of community, needs to learn how this kind of activation could be organized in such a way to make him/ her proud and satisfied in a level for his/her contribution to social good.

That's why, the partners, persons and active groups of the LEARNING PARTNERSHIP 'Get Involved Through Peer Mentoring' proceed in organizing in a series of 4 web based Modules all information they managed to collect the two years of the project lifespan.

The Modules as a whole are dealing with the Social Entrepreneurship as the basis of structuring and organizing an initiative where volunteering, social solidarity, team working, advocacy, peer mentoring, democratic values and active participation with fun consist the fundamental elements of any action taking part within.

What is the profile of the modern volunteer? what means to get/ be motivated by peers experience? how to make your idea attractive and work as a team in order to facilitate the community spirit of all members? how to involve new comers to share common vision? what is the global experience and lessons to be transferred by contexts already been mature in such actions? What is the main concept behind Social Activation?

These and more are the questions we optimize to stimulate so that the answers can be given by each one of the learners after reflecting on the information offered through the Modules site.

The present Guide provides some examples on how to organize 'Lessons Plans' based on the sources provided through MODULES. It is a way to organize a series of lessons on Volunteering Literacy through Peer Mentoring.



Why Modules in Volunteerism as Peer Mentoring approach

Becoming Volunteer is a decision derives from various motivation purposes such as : socialization, need for sharing, communication with peers, idealistic vision, religious values, leadership , sense of belonging, employment, feeling of usefulness, practicing democracy[*resulting from volunteers interviews and literature*], etc.

For all of these reasons and more , the notion of Volunteerism based on free will of the individual, becomes a complex idea that presupposes or embodies sub notions like self-empowerment , self esteem, critical understanding, self fulfillment, presence and recognition. Becoming or being in challenge as fresh volunteer is a process of self awareness, of communication with peers, of meaning seeking and articulation of the vision for life.

On the other side because of the 'free will ' there is a need of an open learning environment which stimulates that will . This is also a challenge for all NGOs or Educational Organisations which are dealing with the field and their activities strongly are based on Volunteerism aside to employment salary based : how to motivate their staff or how to recruit new members get involved in social activities far from obligatory tasks but as inner force and community based practice ?

Not to forget that in period of crisis and deficit of sources, one more reason becomes fundamental and drives individuals to be social activated : the unemployment rate, the lost of jobs , the economy paradigm shift [*only 63% of women in productive age have paid work compared to 76% o men, .. youth unemployment is of particular concern , as active young people are still more than twice as likely to be unemployed than the adult active population 5.7 million*]

*' People's reactions to this situation appear to be increasingly polarized and divided between further isolation and individualism on one side, and the willingness to engage and tackle social issues on the other .. increasingly though, the attempt to organize a response to the current challenges is taking place also outside the traditional structures of political parties or trade unions, exploring less hierarchical and more participatory forms'*ⁱⁱ

Peer mentoring as approach is being suggested as an approach that can respond to the direction of non for profit economic activities that enhance the socially responsible behavior, it is experiential based , authentic and evidence based . Also works not in strictly hierarchical structures but is based on participatory and in formative process cooperation.

Organizing Seminars / Workshops with fresh Volunteers

The Modules we suggest is a pool of information gathered to facilitate the Mentors once seeking for evidence based, learning material .

Each trainer/ mentor depending on what is the environment of reference and the aim of activation , the organisation profile or the idea/ message to advocate, could visit the Modules and find either films, sites from Global , ready lessons , sources , interviews , tools



for evaluation so to built and organize seminars according to the group of active participants [group profile] .

We are referring to the Teacher /Trainer as Mentor because we adopt the experiential and participatory approach where a more experienced person can transfer or facilitate the transition of knowledge , feelings and skills through case studies, real stories , etc .

Skills as Adult Educator are also necessary in order to handle the complex matrix of the personal characteristics in diverse groups .

Aims of Social Economy Seminars

- Though the seminars , we optimize that the learners will learn about and in order
- To map the types of the organizations
- To understand the way of functioning
- To understand the principles in organisational , financial and operational terms
- To combine the volunteering approach with an opportunity for team working ,collective practicing , social solidarity and goal oriented strategy for common good
- To reflect on policies behind in European , national , local level and become critical on practices
- To learn about creativity for good
- To invent ways to be innovative with peers as active citizens

Competences in Education on Volunteerism

- Be aware of the broader scope o Third Sector
- Critical thinking
- Making social knowledge ,networking important element of personal fulfillment
- Coming close to a sharing approach to peers [peer mentoring]

Peer Mentoring as Learning Approach

- Out of traditional teacher center approach
- Organizing lessons according to the learners profile
- Viewing, listening , reading authentic references by actors themselves
- Team building
- Put in practice democratic values



- Tasks sharing and democratic leadership

How are the web Modules organized

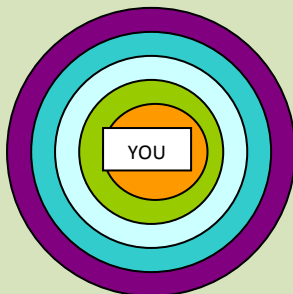
Each one of the Modules among other sources contains a presentation about the aim of the Module, the approach , the sources and the competences to be developed . For Lessons plans , is possible , every Mentor to extract :

- The objective to fulfill
- The competences to develop
- The approach to join
- The notion to clarify
- The learning sources such as films, interviews, tools , articles to put in action
- To evaluate satisfaction

For more :

Visit the site : www.get-involved.eu or www.cyclisis.gr/peermentoring_Modules.php

Image1: by CEL, Peer Mentor Guide





Lesson Plans

Lesson plan on Module 0 “ Types of Social Economy”

Competences	<ul style="list-style-type: none"> ■ be aware of the broader scope o Third Sector ■ Critical thinking ■ Making social knowledge ,networking important element of personal fulfillment ■ Coming close to a sharing approach to peers [peer mentoring]
Time	3 sessions ^ 45'
age group	Youth – Adults
Mentoring context	Training for Social Cooperatives NGOs recruitment Job guidance Entrepreneurial spirit with social orientation , for non profit
Teaching and mentoring tools	<u>1st session</u> National reports about , literature , bibliography, Webinar by EU http://www.spes.lazio.it/volunteeringeurope/default.asp#testo <u>2nd session</u> http://www.eyv2011.eu/resources-library Stimulating phrases > Discussions <u>3rd session</u> Work in groups Play role : leadership ad team working . Topic: Building a project together as a team . tools {simple materials to manage ‘construct’ a Tower of paper, pens, spoons, etc [module 0 MATERIAL]
Learning outcomes	-knowledge on third sector - skills to communicate - searching for various types of social organisations in local level
Mentoring approach	Local practices / good practices Film viewing in approach of View n Act [approach by CYCLISIS] http://www.cyclisis.gr/files/products/ROADMAP_FILMVIEWING.pdf
Resources and information links	Through MODULE 0, 1,3
	WWW.cyclisis.gr/peermentoring_modules.php



Lesson plan on Module 1 “ What means to be Volunteer ”

Competences	<p>To become more confident in social networking</p> <p>To learn from peers</p> <p>To understand the difference between individualistic vs collective behavior</p> <p>To think creatively and put in action solutions in emerge</p> <p>To advance communication skills</p> <p>To advance English language understanding and use in practice</p> <p>To develop plans, to start up projects for social activation</p>
Time	3 sessions ^ 45'
age group	Youth – Adults
Mentoring context	<p>Training for Social Cooperatives</p> <p>NGOs recruitment</p> <p>Job guidance</p> <p>Orientation and values inspiration</p> <p>Political education</p>
Teaching and mentoring tools	<p>Session 1</p> <p>basic concepts [Terminology by GET INVOLVED]:</p> <p>Conceptual framework : working with the notions about</p> <p>Discussions</p> <p>Session 2</p> <p>Personal stories</p> <p>http://volunteeracuwblog.wordpress.com/2012/06/16/what-does-volunteering-mean-to-me/</p> <p>http://projectvmovement.wordpress.com/2012/12/19/what-volunteering-means-to-me-or-you</p> <p>interviews</p> <p>Session 3</p> <p>Profile of volunteers : rights,commitment, values . comparative presentations and reflections . Adaptation to the National Policies. Critical evaluation</p>
Learning outcomes	<ul style="list-style-type: none"> ■ Defining the term through literature and personal representations on ■ Reflecting on experience through personal stories of active volunteers [web search or physical attainment] ■ Learning about EVS ■ Enriching self awareness on values stimulating volunteerism ■ Going through global bibliography about ■ Becoming critical on the issue ■ Understanding the broader scope of being active as volunteer ■ The meaning of team working vs individualism



	<ul style="list-style-type: none">■ The mission and vision sharing approach■ Learning from peers and get inspired : Peer mentoring
Mentoring approach	Reaching good or bad experiences and critical reflection on personal stories from peers.
Resources and information links	EVS www.everythingispossible.co.uk , www.ergopoliton.gr www.esepa.gr www.ekfrasi.gr www.mfa.gr http://www.elix.org.gr/blog/evs-with-elix/evs-experience-with-elix
	WWW.cyclisis.gr/peermentoring_modules.php



Lesson plan on Module 2 “ Team Building ”

Competences	<p>To become more confident in social networking</p> <p>To learn from peers</p> <p>To understand the difference between individualistic vs collective behavior</p> <p>To think creatively and put in action solutions in emerge</p> <p>To advance communication skills</p> <p>To advance English language understanding and use in practice</p> <p>To develop plans, to start up projects for social activation</p>
Time	3 sessions ^ 45'
age group	Youth – Adults
Mentoring context	<p>Training for Social Cooperatives</p> <p>NGOs recruitment</p> <p>Job guidance</p> <p>Orientation and values inspiration</p> <p>Political education</p>
Teaching and mentoring tools	<p>Session1</p> <p>Learning theories stimulating Mentoring</p> <p>Tools : Learning Theories by GET INVOLVED</p> <p>http://en.wikipedia.org/wiki/Mentorship</p> <p>http://www.mentorset.org.uk/pages/mentoring.htm</p> <p>http://dasta.auth.gr/cmsitem.aspx?sid=2&id=371</p> <p>Session 2</p> <p>Team building</p> <p>http://www.eyv2011.eu/resources-library</p> <p>Session3</p> <p>Warming up activities</p> <p>Working with the activities provided by GET INVOLVED</p>
Learning outcomes	<ul style="list-style-type: none"> ■ How to organise a group of volunteers ■ What means to built team of fresh volunteers ; Stages of team building ■ Theories on pedagogic and inspiration ■ what mean to become aware of and conscious of working as volunteer ■ Linking to peer sources for motivation and gain advantage from global concepts and expertise through ■ Encounters ■ introducing to learning through peers experience and personal stories
Mentoring approach	<p>You tube on EVS</p> <p>Searching and get informed about volunter organisations in local area of reference</p> <p>Good practices selection</p>



	Seminars on topics as : Team building, mentoring, empowerment, satisfaction Interviewing 'active citizens' Tools for reflection : questionnaires , feedback tools , narratives – diaries Web sites from global experience and practice
Resources and information links	Bibliography on theories EVS FILMS
	WWW.cyclisis.gr/peermentoring_modules.php



Lesson plan on Module 3 “ Peer Mentoring as Vehicle for Social Activation ”

Competences	Relationship Circles Self Advocating for Services Goal Setting Problem Solving
Time	3 sessions ^ 45'
age group	Youth – Adults
Mentoring context	Training for Social Cooperatives NGOs recruitment Job guidance Orientation and values inspiration Political education
Teaching and mentoring tools	Session 1 Peer mentoring vs mentoring Session 2 Becoming a mentor to peers Session 3 Exercises – evaluation Tools CELPeerMentorTrainingGuide.doc Peer mentoring as transformative learning Peer mentoring ppt
Learning outcomes	Emerging leaders ages 18-40 Learn to be Better self-advocates Become more successful in cooperation , Employment, and Community Living
Mentoring approach	Leadership for learning : peerMentoring
Resources and information links	http://moodle.citybathcoll.ac.uk/moodle/pluginfile.php/912/mod_resource/content/1/PeerMentoringBooklet.pdf http://www.dosomething.org/actnow/actionguide/start-a-peer-mentoring-program-your-school http://familylives.org.uk/instructions-not-included/peer-mentoring-volunteering
	WWW.cyclisis.gr/peermentoring_modules.php

ⁱ Social economy and social entrepreneurship, p.15 [Social Europe Guide, Volume 4]

ⁱⁱ As below