



Training programme RETHINK

The development of an individual support program focus on the target group of young people and the environment around them, as well as the interaction of these two factors.

The individual support program is based on the learning pillars of UNESCO, as well as the UN Convention on the Rights of Persons with Disabilities:

- 1) Learn to be (the right to personal development)
- 2) Learn to live together (the right to be included in society)
- 3) Learn to do (realize yourself in action)
- 4) Learning to know (lifelong learning)

At least one of the above described areas will be included for each person in the programme depending on the situation of the individual more could be included or all. Beneficiaries may have different needs and therefore the duration of support will vary, for example, there will be beneficiaries who will need support throughout and after the pilot project in order to exercise their capacity, but there will also be beneficiaries who needs support to address specific issues.

Learning pillars	Description	Examples within this program
1. Learning to be	to develop personality, autonomy, creativity, personal responsibility	individual mentoring sessions <ul style="list-style-type: none"> • goal setting negotiations • book reading • attending various public events and places • individual consultations of various specialists (psychologists, social workers, etc.), etc., • support for advocacy and self-protection from violence, where appropriate • support for receiving social services, social assistance and social rehabilitation services <ul style="list-style-type: none"> • training in personal hygiene

		<ul style="list-style-type: none">• other basic skills, as appropriate, such as Finance (including budget planning and property management issues): weekly or monthly budget planning (depending on the intensity of support required by the person supported); providing support in making decisions on necessary purchases; principles to be taken into account when choosing the required purchase or product (especially for larger purchases as well as taking on credit), etc.• If it is necessary to support access to the field of health care (up to the doctor's office): Providing support in making the necessary medical decisions in the choice and access to services; Providing support in decision making by the supported person communicating with health professionals, such as participation (only with eligible consent of the person and the doctor) during the doctor's consultation in order to explain the information provided by the doctor, participation (only with the supported person and the consent of the service provider) during the provision of the service in order to be able to explain the instructions given, the need for procedures and help to take the appropriate decision, etc.
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<p>Learning to live together</p>	<p>To learn to cooperate with other people, to understand the processes of society, to receive support for participation</p>	<ul style="list-style-type: none"> • sports (including folk sports) lessons • art / creative activity classes • outdoor life activities • speaking in front of a group • involvement in a drama group, improvisation theater • motivation groups • support groups • day center classes • practical long - term activities to develop and strengthen habits (early morning wake - up, ability to co - operate, etc.) • volunteering, for example in an animal shelter or elsewhere • involvement in a drama group, improvisation theater • attending various public events and places (cultural events, sports games, nature objects, etc.) • joint hikes in nature • decision support by helping to develop communication skills that include: <p>support in communication with family members;</p> <p>mastering secure communication with the public;</p> <ul style="list-style-type: none"> • basics of conflict resolution and acquisition of skills;
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		<ul style="list-style-type: none"> • providing support in finding new friends and acquaintances, support persons
2. Learning to do	Work ethic, employment skills	<p>Awareness of one's interests, skills and competence</p> <ul style="list-style-type: none"> • visits to masters of various trades • temporary work, part-time work in agriculture or other sectors • Use of unemployed programs • Work in specialized workshops, if any • Work in social enterprises, if any • Participation in master classes or demonstrations, exhibitions, fairs, if they take place nearby as a spectator • Compiling your portfolio / CV • Assistance in arranging documents in contact with the employer or other institutions, supporting independent decision-making
3. Learning to know	To acquire both expanded and narrowly specific knowledge that is useful for self-realization in the work environment	<ul style="list-style-type: none"> • Training programs designed especially for people with disabilities or regular, short or long term trainings for unemployed • E-learning • Movies watching and analysis • Books, journals, internet resources - analyses

The goal with the project is to feel more included in one or more areas:

- education/work
- Health
- Relationships
- Economy
- Hobbies/activities
- Sense of self



In the following sections the different stages in the training programme and who is responsible for what will be described. The time frames are not fixed during each phase in the programme. Phases could also in some cases melt together depending on the individual situation and person.

Bonding (1-2 months)

The case manager is responsible for establishing contact with the beneficiary and to do the following during this phase. In Latvia the mentor will be involved already in the bonding phase due to the structure they have with starting up with a camp where the mentors will be invited. This is a difference between Sweden and Latvia.

- Introduce the programme, content, duration, roles and expectations both from the case manager and from the beneficiary
- Fill in the mapping form together and talk about the situation of the beneficiary, see appendix 1 Mapping
- Establish contact (this might need a couple of times). Do something active together, go for a walk, follow to a meeting. Set up contact rules where one important one is: what is needed if the beneficiary do not reply on any contact? What should the case manager or mentor do then?
- Locate possible networking persons/places and ask for permission to contact important persons if needed.

Establish goals (2-3 months)

The case manager is responsible for talking about and putting up goals during this phase. Both the case manager and the mentor is responsible to support the beneficiary and contribute to solutions if needed.

- Set up goals by fill in the individual plan, see Appendix 2, Individual plan.
- Regular contact with the beneficiary 1-2 times a week, physical meeting, skype meeting, sms contact or phone calls.
- The case manager needs to do an assessment based on the contact with the beneficiary whether the beneficiary is ready for a mentor or not. If the beneficiary is not ready for a mentor. Outline what is needed to get the beneficiary ready and work with that or are there other options (internship, voluntary work or likewise)?
- If the beneficiary is ready for a mentor invent what kind of mentor would be suitable for this beneficiary. Do a matching (case manager responsible with support from training coordinator)
- Meet the mentor and the beneficiary and introduce them to each other



- Clarify roles what is the mentor's responsibility and what is the case manager's responsibility? Expectations from beneficiary, mentor and case manager.
- Look at the individual plan and the goals that have been set up to clear out what goal to start with
- Fill in the mentorship agreement for both the participant and the mentor, see Appendix 3, mentorship agreement
- Make sure they book a new time to meet up before they depart.

Work and support toward established goals (3-4) months

This phase is a more active one where the content depends on the individual plan and which goal that the beneficiary thinks it is most important to start with. During this phase a working alliance should be established between the mentor and the beneficiary where the case manager is supposed to support this process in any way that is needed adjusted to the need of each case. An option to having a mentor is to have some kind of internship, prepare for a work place

- The case manager keep regular contact with beneficiary and mentor/workplace in a way that is agreed

Follow-up the work done and outline the next steps (4-5months)

The case manager meet the beneficiary individually and/or together with the mentor to follow up the following:

- Where are we now?
- What has happened so far?
- What is possible and not possible?
- What have worked well and what did not work?
- Are any goals achieved? Partly achieved?
- Next steps

Work and support toward established goals (Month 5)

Continue the work with agreed steps

- Start preparing the exit of the project

Exit the programme (Month 5-6)

- Final meeting with the beneficiary where the case manager follow-up the mapping form again and do a new evaluation of the situation. The case manager follow up the individual plan and outline what is achieved and what is left together. The mentor is also involved in giving feedback on the work



- done during the project. What could the beneficiary work on by oneself and what help is needed and from who? Outline possible exit ways.
- Final meeting with the mentor and decide if the contact will go on after the project or how the mentor and beneficiary would like to have contact.
 - Fill in the evaluation form, see Appendix 4, Evaluation for participants and Appendix 5, evaluation for mentors.



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Appendix 1



Mapping

Contact information

Name: _____

Phone: _____

Email: _____

Background

Year of birth: _____

Gender: _____

Competencies

Level of education/how many years in school: _____

Work experience: _____

Hobbies: _____

Hidden talent: _____

Current situation

Describe your current situation, possible themes: social situation, current studies/employment, spare-time activities,



Fysical health



Why do you not scale lower/higher?

What is needed to scale higher?

Comments:

Physical health (how do you feel inside)



Why do you not scale lower/higher?

What is needed to scale higher?

Comments:

Education



Why do you not scale lower/higher?

What is needed to scale higher?



Comments:

Employment:



Why do you not scale lower/higher?

What is needed to scale higher?

Comments:

Social network/friends:



Why do you not scale lower/higher?

What is needed to scale higher?

Comments:

Spare time:



Why do you not scale lower/higher?

What is needed to scale higher?



Comments:

I feel that I can influence the path of my life



Why do you not scale lower/higher

What is needed to scale higher

Comments:

My expectations of my participation in the programme

What is most important to start with?



Appendix 2

Individual plan

Name: _____ **Case manager:** _____

Overall goal

Milestones:

Can be divided into themes for example education, spare time etc.

Tasks/homework

Participant:

Case manager:

Planned interventions/activities:

Dates for meeting during the programme:

Agreement

I will come to agreed appointments

I will communicate cancellations and important changes

I will take responsibility for agreed tasks

Participant

Case Manager



Appendix 3

Mentorship agreement RETHINK project

I am informed that I need to fulfil my appointment in order to have the right to the agreed emolument. The appointment includes:

- During the project I will meet my mentee at least 16 times
- I am responsible for come on time to the agreed appointments I
- I am responsible for informing about changed plans, which means that we need to cancel our appointment.
- I am responsible to offer new times to meet and invite to different joint activities.
- I am responsible to take contact with the case manager if I need support of any kind in fulfilling my appointment or if I cannot fulfil my appointment.

Mentor

Case manager



European Union
European Regional
Development Fund



Interreg
Central Baltic



FoU
CENTRUM FÖR VÅRD, ÖMSORG
OCH SOCIALT ARBETE



Appendix 5

EU INTERREG Central Baltic Programme project

RETHINK

Training feedback form for mentors

Thank you for your participation in the activities of the project!

Your evaluation will help us to assess and improve the project activities.

Your name (optional): _____

Man Women Age: _____

Where did you found the information about being a mentor in the RETHINK project?: _____

Mentoring organisation	Poor	Average	Good	Very Good	Excellent	Comments (optional)
	1	2	3	4	5	

The information about the RETHINK training programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Pre-mentoring communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The mentor introduction education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Content of the mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The work as a mentor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The contact with the case manager during the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The offered activities for both mentors and migrants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Objectives and Learning	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Comments (optional)
	1	2	3	4	5	
Mentoring met my objectives for participating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
As a result of the mentoring I gained new knowledge and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I would recommend being a mentor to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Comments and suggestions for improvements of mentoring

What other kinds of training and support do you think is needed for young people with mental health problems?



Thank you for providing a feedback!



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The mentor introduction education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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