

ANNEX 2 – GRID FOR T 1.2

CITIZED – T 1.2 REPORTING GRID FOR THE CASE STUDY <i>(6-8 pages)</i>	
Section 1: PARTNER INFORMATION	
Name of the partner	FREREF
Contact person	Axel Joder
Researcher(s)	Monica Turrini, Liliane Esnault, Axel Joder, Julie Raouane
Methodology used to conduct the research <i>(please explain how you conducted the research, whether you used qualitative and/or quantitative research; primary and/or secondary sources)</i>	Interviews, review of internal documents, review of communication materials.
Section 2: CASE STUDY	
Name/Title of the initiative	Afev Mentorship programme
Level of implementation <i>(more than one field may be indicated)</i>	<input type="checkbox"/> International <input checked="" type="checkbox"/> National <input type="checkbox"/> Regional <input checked="" type="checkbox"/> Local <input checked="" type="checkbox"/> NGO(s)' initiative <input checked="" type="checkbox"/> Bottom-up <input type="checkbox"/> Other <i>(please specify.....)</i>
Country/organisation in which the initiative is/was implemented	France
Region, city, or area of implementation <i>(if relevant)</i>	France but we investigated especially in Lyon and Nice area

Local institution/organisation or other relevant settings	Afev Lyon and Afev Nice
KEY WORDS <i>(please identify some key words that identify the policies' topic area)</i>	Mentorship, Tutorship
Scope of the initiative	<input type="checkbox"/> Teachers' training policies <input checked="" type="checkbox"/> Policies generically directed to students and citizens which include tools for teachers <input type="checkbox"/> Curricula-related policy <input type="checkbox"/> WSA- related policy <input type="checkbox"/> Partnerships: <i>please specify</i> <input type="checkbox"/> Other..... <u>Short description</u> The mentorship programme involves students in a mentoring practice of younger pupils, not only to support pupils in doing their homework but also to support them in choosing their professional orientation and foster personal development.
Which needs/problems does this initiative address(ed)?	Equal opportunities, student support, preventing school drop-out, student orientation, social mobility, student well-being, access to education, access to higher education
Description of the initiative <i>(please provide a full description of the policies by addressing issues such as: implementing actors, targeted actors, period of implementation, funds, objectives of the policy)</i>	Afev is a French national association (NGO) recognised of public utility since 1991. It was created originally by students and has now more than 200 employees working to support vulnerable children and children from disadvantaged background, and to provide educational support. Afev is acting on the field mainly through 3 programmes: Mentorship, civic service and solidarity apartment-sharing. This case-study focuses on the mentorship programme. Afev is also working in the field of advocacy to promote mentorship and the recognition of competences acquired during mentorship / volunteering experiences.

Purpose of the programme:

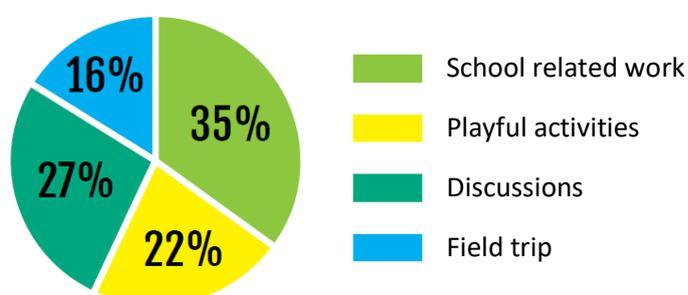
The programme targets children (from 5 to 18 years old) and especially vulnerable pupils (newly arrived children) and pupils from a disadvantaged background (with learning / schooling difficulties, from a socio-economical disadvantaged background etc.).

Aims of the programme is to reduce social and educational inequalities, support equal access to education and especially to higher education, to support effective learning, orientation and well-being of pupils.

Programme implementation: students in higher education are gathered in tandem with volunteering children aiming to participate in the mentorship programme. The tandem spends 2 hours at the child's house per week together during a school year. Accompaniment is individual and centred on the need and interests of the child, but also intend to create a link with the child's family and support parenting engagement.

Mentors have different educational aim depending on the age: for young children from 5 to 7, mentorship focuses mainly on reading skills, from 8 to 11 years old, accompaniment focuses on the autonomy of the child, then for children in 4^{ème} and 3^{ème} (8th and 9th grade, end of lower secondary education in France) it mainly focuses on self-confidence, personal development and orientation. Mentorship programme can also be implemented for pupils in VET with the objective of preventing school drop-out and for newly arrived children with the objective to accompany in the discovery of the host country society and culture.

Mentorship activities:



Source : Afev survey realised with 654 volunteers in 2015.

Training: mentors are provided with trainings by local staff of Afev, online through the digital platform COMPLETEER, and thanks to a dashboard, MOOCs in partnership with the start up Didasc. Mentors are provided a first time at the beginning of the year a 2h30 session with exercises and then have some other training online during the year.

	<p>Mentors are also followed by local staff regularly and debrief mentorship sessions with them. Afev is thinking about systemising the sessions' feedbacks thanks to a chat bot on the digital platform.</p> <p>Impact for mentees: mastering of learning and acquisition of the "sense of the school", pupils well-being. Read the full evaluation here.</p> <p>Impact for mentors: Engagement of mentors in this initiative support the acquisition of social and civil competences such as civic engagement, solidarity, awareness of social inequalities, intercultural understanding and communication as well as self-reflection on learning processes.</p>
<p>Evaluation and impact <i>(Please specify what impact this policy could have and cite any relevant impact reports if available)</i></p>	<p>Regarding mentoring students, they can perform a self-evaluation of the competences acquired or developed according to a competence model Afev has developed that includes communication (oral, written, non-verbal communication; active listening, diplomacy), accompaniment (learning to learn, patience, transmission of knowledge and skills, generation of motivation and self-esteem), creativity (innovation, imagination, ability to project in the future, take initiatives), organisation (time management; decision-making; building of strategies; prioritisation; problem-solving), empathy (mediation, detachment and objectivity; adaptability), cultural "openness" (mutual learning; respect: tolerance; curiosity), and engagement (taking responsibilities, autonomy; reliability). The assessment of competences can be done on an online tool "REEC" (Reconnaissance de l'Engagement Etudiant et des Compétences – <i>Recognition of the student engagement and competences</i>) available for mentors, universities and Afev staff.</p> <p>Universities can recognize/ valorise the mentorship experience and/or the competences acquired during the mentorship. However, there is no unified process to recognize/ valorise it at the academic level. At UCA there is an "engagement bonus" for students engaged in NGO activities. For being engaged in the mentorship programme, a student can obtain 0.25 points in addition to his/her average grade per semester, if he/she was seriously engaged in the mentorship programme. This is a serious incentive for students as 0.25 points could positively impact their selection into selective learning/training paths.</p>
<p>Longitudinal dimension of the initiative <i>(please specify whether the policy evolved throughout its implementation)</i></p>	<p>The programme grew-up and involves more and more mentees and mentors. Afev is reflecting upon tools and methods to systemise some processes as explained above, both to improve the quality of mentorship but also to give students an opportunity to valorise their experiences. The methodology of Afev is unified in all local offices, despite some differences of seize (in terms of number of participants</p>

	and staff members), but there are some specificities in local offices such as in Nice, where the Mentorship programme include a significant number of VET students.
Dialectical dimension of the initiative <i>(please specify any relevant debates concerning the policy; public opinion's reaction, debates in Parliament; reactions of local communities; etc...)</i>	The recognition and valorisation of student engagement in NGOs seems to interest a lot of providers of higher education, but the conditions of the recognition are not unified and there is a need to find a balanced valorisation of engagement while differentiate it from formal education and formal assessment of learning outcomes.
Critical aspects in the implementation of the initiative <i>(if any, please specify how the critical aspects were detected)</i>	<p>Afev does not seem to have a systematic quantitative way to evaluate progresses for mentees.</p> <p>Evaluation / valorisation and recognition of the competences acquired by mentors are still issues managed internally and not in a systematic united process, especially universities do not have a unified process to recognize competences assessed within the Afev.</p>
Upscaling potential <i>(please explain whether the initiative has the potential to be reproduced on a bigger scale in the future)</i>	<p>The upscaling potential of this initiative is quite high, mainly because the leading organisation Afev is developing and growing in terms of volunteers and staff. They are developing a platform for the recognition of student engagement and competences acquired during volunteering experiences "REEC" which is intended to facilitate and systematise the competences assessment and recognition of competences, which could lead to a better valorisation of the experience in the academic or professional field.</p> <p>The State is also more committed in promoting mentorship and the French President has recently declared (Saints, March 2021) that he expects every child that need it to get access to mentorship, and to go from 30 000 children mentored today to 100 000 by 2021 and the double by 2022. However, the practical conditions of the support to reach this target are still not clear, but we can expect that NGOs members of the Collectif Mentorat will get more state funding to implement their programmes.</p>
Innovative elements in the initiative <i>(please list some of the initiative's elements that can be considered as innovative)</i>	<p>Digital platform</p> <p>Recognition of competences acquired in an unformal learning context</p>

Challenges addressed	School drop-out; educational inequalities; social inequalities; intercultural understanding; equal access to education; equal access to higher education; social mobility.
Any other relevant comments/details or information	
References <i>(if available, list the references used to conduct the analysis)</i>	About Saints declaration on mentorship, March 2021 : https://www.associationsocrate.org/2021/03/le-mentorat-une-solution-enfin-plebiscitee-par-letat/ Afev website: https://afev.org/nos-actions/accompagnement-individualise/presentation-generale/ Référentiel Afev REEC Tuto Comet REEC Enquête « l'accompagnement » 2019 Afev and Trajectoires-Reflex
OTHER DETAILS	
Contact person(s) <i>(if available)</i>	Afev: Eunice Lunetta Magando eunice.mangado@afev.org
Web link(s)	https://afev.org/nos-actions/accompagnement-individualise/presentation-generale/
Filled by <i>(name, institution and email)</i>	Monica Turrini et Julie Raouane, FREREF moniturrini@gmail.com julie.raouane@gmail.com
Challenges faced in analysing the policy <i>(if any)</i>	Access to primary source information regarding valorisation/ recognition of competences of mentors in academic curricula