Learning to be a Good Mentor

Monitoring and Evaluation System

Editor:

Jelena Perak

Authors:

Jelena Perak

Maria Kovacs

Ariana-Stanca Vacaretu

Miriam Hess

Arve Konnestad

Guiseppe La Farina

Marcela Maslova

Asta Matonyte

Carsten Spies

Monitoring and evaluation system

1. Introduction

Monitoring and evaluation (ME) both imply systematic collection and analysis of data and information about agreed dimensions of a programme. ME uses performance indicators aligned with the project goals and objectives as reference. While *monitoring* aims to check whether the programme implementation is on track, whether the planned actions are being implemented and the expected results or outputs achieved, *evaluation* informs value judgments about the programme and its outcomes and impact.

A monitoring and evaluation (M&E) system is a structured way in which ME of a programme implemented by an organization or a partnership is done. It is a management tool used for tracking progress toward the project goals, identifying results achieved and programme impact. The system relies on a carefully designed plan, specifying processes (successive actions) and results to look at to collect data and information with effective instruments. The system uses human resources acting within an agreed timeframe. The collected and analysed data and information are meant to inform an entity (management, stakeholders within or outside of the organization, etc.) who could thus make well-founded decisions and/ or take other action.

2. The LeGMe monitoring and evaluation system

Within the *Learning to be a good mentor (LeGMe)* project, we developed a monitoring and evaluation system for the **mentor training/ coaching programme**. Our primary target group consists of mentors, but also mentor trainers/coaches and mentor coordinators. Given the diversity of our target groups, our ME system is quite complex.

The mentors in our project are mostly disadvantaged adults who have agreed to contribute their time and experience to support mentees and thus make a contribution to the well-being of their community. The mentors include pensioners in DE, CH, LT, RO, unemployed young people in IT, HR, LT, college students in DE,CH,SK,LT,RO, and people with a migrant background in IT, NO, CH. The mentors who will be delivering the mentoring programmes are engaged in several forms of learning within the project: they receive (initial) training to be able to act as mentors, as well as on-going coaching throughout the delivery of the mentoring programme. Coaching is the responsibility of the mentor trainers, although the expectation is that mentors will also learn from each other during both the training and the coaching sessions.

The mentor trainers / coaches are at the same time the mentoring programme developers and the mentor training programme developers. In some of the partner countries where mentors are located in different towns or cities, there are **mentor coordinators**, who are not necessarily mentor trainers as well.

Broadly, the goal of the mentoring programmes developed within the LeGMe project is to support the mentees' personal development. The **mentees** are children of primary school age and youth (especially with a migrant background or in a disadvantaged position).

Coaching is a form of support for professional development. Unlike training, which is task-oriented, aiming to provide the trainer with the concrete skills needed to carry out a job, coaching implies shared reflection on experience, incidents, learning from them, and support for identifying solutions to specific issues.

In developing the ME system, we started from the eight partner organizations' individual monitoring and evaluation plans, which we reviewed together and agreed on a shared framework. The ME system is structured as follows:

1. Who to monitor and evaluate
2. What to monitor and evaluate
3. How to collect data and information (methods, instruments)
4. When to collect data and information
5. Who does the ME

3. Partners concept of Monitoring and evaluation system

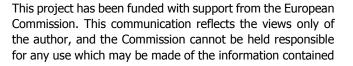Below we present the concept of the M&E system of each partner organization:

- **Monitoring and Evaluation System - Consortiul International LSDGC, Romania**
- **Monitoring and Evaluation System - Orava Association for Democratic Education, Slovakia**
- **Monitoring and Evaluation System - Verein MUNTERwegs, Switzerland**
- **Monitoring and Evaluation System - CESIE, Italy**
- **Monitoring and Evaluation System - Modern Didactics Centre, Lithuania**
- **Monitoring and Evaluation System - Kvalifiseringstjenesten, Grimstad, Norway**
- **Monitoring and Evaluation System - Deutscher Kinderschutzbund (DKSB) LVM-V, Germany**
- **Monitoring and Evaluation System - Forum for Freedom in Education, Croatia**

Monitoring and Evaluation System - Consortiul International LSDGC, Romania

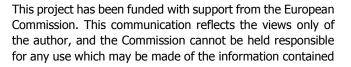| Who to ME	What to ME	How to ME	When to ME	Who does the ME
The Mentors	Assess learning needs	Interview	Prior to training	The mentor trainers/ coordinator
		Direct observation Questionnaire Focus group	At the beginning of the programme, during mentor training Day 1	
	Monitor progress	Learning logs/ reflective diaries	During the programme, every 6 weeks	
	Assess the mentoring process	Portfolios	During and at the end of the programme	
The Mentor trainers/ coaches	Adequate content and methodology of the mentoring programme	Checklist	At the beginning of the programme, prior to mentor training/ coaching	The mentoring programme coordinator
	Monitor the mentors' transfer of learning and the mentoring process	Direct observation Learning logs	During the programme	
The Mentor coordinator	Monitoring and supporting mentors	Reports	During the programme, every 3 months	
The Mentees	Assess learning needs	Mentee interviews Mentee written stories or drawings	At the beginning of the programme and during the programme	The mentors The mentor coordinator
	Assess progress	Mentor report Mentee written stories	During the programme At the end of the programme	

Monitoring and Evaluation System - Orava Association for Democratic Education, Slovakia

Who to ME	What to ME	How to ME	When to ME	Who does ME
Coordinator of the program	Administration and management Support to the mentors and mentor trainers	Reports	Every 3 months	Manager
Mentors	Learning needs Learning progress Mentoring process	Interview Free writes, exit cards Portfolios Online communication	Before the training and at the beginning After the learning sessions At the end of the program	Mentor trainers
Mentor trainers	Clarity and relevance of the training program Relevance of the methodology used at the trainings Organizational management of the training	Feedback from mentors (exit cards, free writes) Feedback from mentors Feedback from mentors	After the training sessions After the training sessions After the training sessions	Mentors
Mentees	Learning needs Learning progress	Interviews with mentees and their teachers/parents/tutors Mentee self-evaluation Mentor reports	At the beginning of the programme During and at the end of the programme	Mentor trainers and/or mentors

Monitoring and Evaluation System - Verein MUNTERwegs, Switzerland

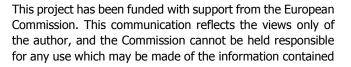| Who to ME	What to ME	How to ME	When to ME	Who does ME
The Mentor trainers – project manager	Assess learning needs and personal motivation	Interview by telephone or face-to-face	Prior to training	Mentor's coordinator
		Interview at kick – off meeting	Start of training	Mentor's coordinator
		Direct observation Questionnaire / Focus group / group discussion	On-going during the 6 coaching sessions for the group of mentors (max. 10 participants)	Mentor's coordinator
	Monitor progress	Learning logs/ reflective diaries (only for mentors from university and high school) – mentoring is part of their formal learning (accreditation)	During the programme, every time after they have met the mentee	Mentor's coordinator
		Direct observation Questionnaire / Focus group / group discussion / methods of sociometrie e.g.	On-going during the 6 coaching sessions for the group of mentors (max. 10 participants) During 2 group events	Mentor's coordinator
	Assess the mentoring process	Written questionnaire Interview with mentee	At the end of the programme, during and after the last coaching and after the mentor-mentee meetings are over at the fare well party together with the mentee	Mentor's coordinator
The Mentors / stakeholders / participants / parents of mentees	Assess clarity of the content and methodology of the mentor training programme;	A: Written and oral Feedback from mentors who have gone through the mentor training programme; Written and oral feedback from parents of mentees	A: Immediately after the end of the mentor training programme; B: Immediately after the end of the mentor training programme (project review	Mentor's coordinator

		who have participated B: Oral feedback during meetings with sponsors, stakeholders, associated partners like staff of community work, school, kindergarten etc.	meetings) and sometimes at mid-term (mid-term evaluation);	
	Assess relevance of the mentor training programme;	Feedback from mentors	During coaching 1 to 6	Mentor's coordinator
	Assess relevance of support provided by coach / mentor trainer to mentors during the mentoring process	Direct observation Learning logs (only with mentors from university and high school)	During and immediately after the programme	Mentor's coordinator
The Mentoring programme coordinator, mentor trainers, mentors, stakeholders	Administrative support for mentors and mentors coordinators	Written reports, Face-to-face meetings	During the programme, approx. every 2 months	Mentor's coordinator
The Mentors, teachers, family of mentee, mentor trainer, project manager	Assess learning needs and interests	Mentee interviews / anecdotes – also from teachers or parents etc. Written application	At the beginning of the programme and during the programme	Mentor's coordinator
	Assess progress	Mentor oral report / questionnaire Mentee´s parents written and oral report / questionnaire	3rd and 6th coaching, focus group discussion with mentors, at the end of the programme	Mentor's coordinator

Monitoring and Evaluation System - CESIE, Italy

Who to ME	What to ME	How to ME	When to ME	Who does ME
Mentors	Assess learning needs	Creative evaluation on personal achievements	At the beginning of the programme and during the programme	Mentors' coaches
	Mentors' coaching programme (Learning units)	Evaluation questionnaire	After every meeting	Local project coordinator and mentors' coaches
	Assess progress	Personal and group discussion	During the programme	Local project coordinator and mentors' coaches
Mentor trainers/ coaches	Mentors' coaching programme (methodology)	Evaluation questionnaire	After the end of the programme	Local project coordinator
	Assess progress	Personal and group discussion	During the programme	Local project coordinator
Coordinator of the mentoring programme	Administrative support for mentors and mentors coordinators	Evaluation questionnaire	After every mobility and during the programme	General project coordinator
Mentees	Assess learning needs	Creative evaluation on personal achievements	At the beginning of the programme and during the programme	Mentors, local project coordinator and Mentors' coaches
	Assess progress	Mentor report	During the programme and after the programme	Mentors

Monitoring and Evaluation System - Modern Didactics Centre, Lithuania

Who to ME	What to ME	How to ME	When to ME	Who does ME
The Mentors	Assess learning needs	Interview	At the interviewing phase, before training	Mentor trainers/coaches and coordinator
	Monitor progress and mentoring process	Method "Star", diaries	"Star" method will be used at the beginning of the programme, at the middle and at the end. Diaries will be discussed during the meeting of trainers, mentors and coordinator (once a month).	Mentor trainers/coaches and coordinator. Mentors evaluate themselves
The Mentor trainers/ coaches	Assess clarity of the content and methodology of the mentor training programme	Feedback from mentors who have gone through the mentor training programme	At the end of the mentor training programme	Mentors and coordinator
	Assess relevance of support provided by coach / mentor trainer to mentors during the mentoring process	Direct observation, reflections Mentors and mentees diaries (draws)	During the meeting of trainers, mentors and coordinator (once a month) During the whole programme	Mentor trainers/coaches, mentors and coordinator
The Mentoring programme coordinator	Administrative support for mentors and mentors coordinators	Group reflection	During the meeting of trainers, mentors and coordinator (once a month).	Mentor trainers/coaches, mentors
The Mentees	Assess learning needs	Interview	Before starting the programme	Mentor trainers/coaches and coordinator
	Assess progress	Mentor report Mentees diaries (draws)	During the programme implementation At the end of the programme.	Mentor trainers/coaches, mentors and coordinator

Monitoring and Evaluation System - Kvalifiseringstjenesten, Grimstad, Norway

Who to ME	What to ME	How to ME	When to ME	Who does ME
The mentors	Assess learning needs	• Face to face meetings • Direct observation • Meetings with mentors and mentor trainers • Closed face-book group	Monthly meeting with mentors and mentor trainers	Mentor trainers
The Mentors	Monitor progress	Logs	Monthly	Mentor trainers
The mentors	Assess the mentoring process	• Evaluation form • Face to face meetings	In the middle and at the end of the program Monthly meetings with mentors and mentor trainers	Mentor trainers
The mentees	Assess learning needs	• Mentee interviews by mentor trainers • Informal contact with mentor trainers	In the middle and at the end of the programme Throughout the program	Mentor trainers
The mentees	Assess progress	• Mentor logs • Evaluation forms by the mentors • Mentee interviews by mentor trainers • Informal contact with mentor trainers	Monthly In the middle and at the end of the program In the middle and at the end of the program Throughout the program	Mentor trainers
The mentoring program coordinator/mentor trainers	Administrative support for mentors and mentor coordinators	Meetings in the group (3 persons)	Monthly meetings	Mentor coordinator

Monitoring and Evaluation System - Deutscher Kinderschutzbund (DKSB) LVM-V, Germany

Who to ME	What to ME	How to ME	When to ME	Who does ME
The Mentors	Check the previous experience	Query about application forms	When applying	The Mentoring programme coordinator
		In the interview (Individual interview)	Before admission to the training course	The Mentoring programme coordinator
	Check the learning outcomes	Final Test	At the end of undergraduate training module	The Mentor trainers/ coaches
	Learning Control	Practice report	At the beginning of each interpreter training module (1 x month)	The Mentor trainers/ coaches
The Mentor trainers/ coaches	Review of the curriculum for the undergraduate training module related to: - content - Schedule - Arranging	The participants of the training course fill up a questionnaires	At the end of undergraduate training module	The Mentors
	Review of the practical feasibility the learning content	Group discussion	During the 6th undergraduate training module (after 6 months)	The Mentors
The Mentoring programme coordinator	Project support	Review meetings with the mentor coaches	Regularly / as required	The Mentor trainers/ coaches
The Mentees	Deficit detection in social and empowerment Need for improvement for the training or education approaches	Leaving reports of the last school Discussions with the family support services of competent youth welfare office	Before the start the measure	The Mentoring programme coordinator
	Interim balance Development progress	Joint meeting of the mentee with the mentor, the representatives of the Youth Office and the instructors of training	After 6 months	The Mentors and the representatives of the Youth Office and the instructors of training

	Development in the field of social and empowerment State of the training or education Additions	Joint meeting of the mentee with the mentor, the representatives of the Youth Office and the instructors of training	At the end the measure	The Mentors ,the Mentoring programme coordinator and the representatives of the Youth Office and the instructors of training

Lifelong Learning Programme

Monitoring and evaluation system - Forum for Freedom in Education, Croatia

Who to ME	What to ME	How to ME	When to ME	Who does ME
The Mentors	Assess learning needs	Application forms SWOT forms Interview	Prior to the start of the programme	Coordinator and Mentor trainers/coaches
	Assess the impact on personal and professional development	Programme's inclusion questionnaires for mentors	During the last supervision	Coordinator and Mentor trainers/coaches
		Focus group with mentors Analysis of acquired competences list	At the end of the programme	Coordinator and Mentor trainers/coaches
		Log of a mentor	After each meeting with a child	Coordinator and Mentor trainers/coaches
	Assess of necessary support during the mentoring process	Supervisor's reports	After each supervision meeting	Coordinator and Mentor trainers/coaches
The Mentor trainers/ coaches	Assess supervision process	Evaluation papers for supervision meetings	Once in three months	Coordinator and Mentor trainers/coaches
	Assess relevance of knowledge, methodologies, working materials and trainers of the mentor training program	Evaluation lists from held trainings	During the training	Coordinator and Mentor trainers/coaches
The Mentoring programme coordinator	Assess cooperation in the entire project	Questionnaire for school personnel	In the last month of implementation	Coordinator and Mentor trainers/coaches
	Assess the process of the whole project	Focus group with mentors	At the end of the programme	Coordinator and Mentor trainers/coaches
		Programme's inclusion questionnaires for mentors	During the last supervision	Coordinator and Mentor trainers/coaches
	Implementation of the project in accordance with the plan and indicators	Project documentation	During the programme	Coordinator and Mentor trainers/coaches

The Mentees	Assess learning needs	Mentee interviews Application forms filled in by children List of potential connecting children and mentors Individual treatment plans for each mentée	At the beginning of the programme	Coordinator and Mentor trainers/coaches
	Assess of progress in different areas of skills and habits of the child	Estimation lists for children Estimation's lists for school personnel Estimation's lists for parents	In the last month of the mentor-mentee meetings	Coordinator and Mentor trainers/coaches
		Mentors reports	Every month	Coordinator and Mentor trainers/coaches
		Supervision	Every two weeks	Coordinator and Mentor trainers/coaches
		Log of a mentor	After each meeting with a child	Coordinator and Mentor trainers/coaches

4. METHODS AND INSTRUMENTS

Monitoring and evaluation system needs to have developed methods and instruments so it could monitor and evaluate the project or the programme. The main goal of monitoring and evaluation system is to gather results and data that are used for monitoring and tracking the implementation of the project and programme's objectives and activities. Methods and instruments are tools for collecting these results and data.

For monitoring and evaluation of the coaching mentoring programme following methods and instruments will be used:

1.) Questionnaire

Questionnaire[1] is a method used in collecting information of one's opinions, attitudes, beliefs and behaviours obtained by the appropriate standardized questions. Collected data is analysed and used in defining and correcting programme's activities. In the questionnaires the questions have to be simple, clear and unequivocal.

2.) Focus Groups

Focus groups[2] or method of group discussion is qualitative form of research. It is used for deeper research of values, meanings, beliefs, attitudes, emotions and motives on a particular topic or some issue. The main goal is to gather information from a group of respondents and to analyse respondents understands of discussed topic. In the focus groups respondents can interact, speak in less structured and informal way. Respondents are chosen according to some relevant characteristic (e.g. age, gender, occupation, culture, personality characteristics etc.) that are important for the topic.

3.) Interview (by phone or face-to-face)

Interview is a specific type of conversation lead by the exact defined purpose and goals and with the advance specified conversation plan. In this case it is recommended to use *free interview* – an interview similar to ordinary conversation in which respondent could in an informal way state its own opinion.

Both of these methods are often used in the beginning and at the end of some programme as a help for detecting some of the problems/challenges that can be worked on during the programme and as an evaluation at the end of a programme.

4.) Learning logs/reflective diaries/portfolios

Logs, diaries, portfolios[3] are "containers" for writing what is recorded over a period of time. Their structure needs to relate to their purpose and to the style of the learner. Generally they are helpful in personalising and deepening the quality of learning and in helping learners to integrate the material of learning. Some of their purposes are[4]: to record experience, to facilitate learning from experience, to support understanding and the

---

[1] http://www.scribd.com/doc/23397592/Metoda-ankete-upitnika-i-intervjua-u-istra%C5%BEiva%C4%8Dkom-procesu-u-   saobra%C4%87aju
(research date: 10th July 2014)
[2] http://darhiv.ffzg.unizg.hr/492/1/Dawidowsky Dunja.pdf (research date 5th June 2014)
[3] https://www.deakin.edu.au/itl/assets/resources/pd/tl-modules/teaching-approach/group-assignments/learning-journals.pdf
(research date 10th July 2014)
[4] https://www.deakin.edu.au/itl/assets/resources/pd/tl-modules/teaching-approach/group-assignments/learning-journals.pdf
 (research date 10th July 2014)

representation of that understanding, to develop critical thinking or the development of a questioning attitude, to increase active involvement in learning, to enhance problem solving skills, to enhance reflective practice etc.

5.) Evaluation questionnaire

Evaluation questionnaire seeks to show how something is effective in its outcome. This type of questionnaire aims at giving suggestions for improvement, guidelines for future action.

Usually in this type of the evaluation the data is collected in the beginning and during the programme. In the beginning of the programme it is important to collect basic information about mentors, mentees, their motivation, experience, objectives, general questions etc. The data that is collected in the process of the programme is information of the number of matching, types of activities, frequency and duration of meetings, supervisions, perceptions of the relationships.

6.) Creative evaluation

A creative evaluation is a non-formal method that allows to empower participants by involving them into the evaluation process. Power sharing, creative interactive activities and redistribution of authority foster a better relationship between the evaluation experts and the evaluated team members. So it doesn't only measure the results and progress of any activity of a process against set objectives as traditionally evaluation does through survey, tests, interviews, physical examinations and performance assessments.

Some tools used in CESIE local mentoring programme:

Blob tree: http://www.pipwilson.com/2004/11/blob-tree_110181146915869209.html
Six Thinking Hats: http://www.mindtools.com/pages/article/newTED_07.htm

7.) Group reflection

Group reflection[5] promotes deeper discussion, with the participants encouraging one another and promoting divergent thinking. Group reflection may take different forms to fit the users and the situation.

8.) Method "Star"

Whether you are completing an application form or answering questions at an interview the "Star" method/approach[6] is great way to structure examples. It helps course providers evaluate what skills, qualities and experiences you have that would help you fit with the course.

Method "Star" is created and used by Lithuanian partner. They used Star at the beginning of the programme implementation. All mentors jointly agreed on the competencies which are important for mentoring and requires to be developed. On the "edges/tops" of the star mentors wrote these competences and evaluated from 1 to 10, e.g. "How successful I am in communication", etc. At the end of the programme implementation mentors will repeat evaluation of the same competencies. In this way we will be able to measure the changes (if there will be changes). Example of the Method „Star" is in the Annex.

---

[5] http://learningtogive.org/lessons/institute/reflection/page8.asp (research date: 14th July 2014)
[6] http://careerweb.leeds.ac.uk/info/21/interviews/216/star_method (research date: 14th July 2014)

Lifelong Learning Programme

5. ANNEX – FORMS AND QUESTIONNAIRES USED

Each partner developed its own forms and questionnaires according to the target groups and developed mentors programme.

Examples of the forms and questionnaires:

Consortiul International LSDGC, Romania

Rosenberg Self-Esteem Scale (Rosenberg, 1965)

The information provided in these forms will be treated as confidential. For each statement, please mark X in the box which best reflects how you feel.

No.	Statement	Absolutely agree	Agree	Disagree	Absolutely disagree
1.	I feel that I'm a person of worth, at least on an equal plane with others				
2.	I feel that I have a number of good qualities				
3.	All in all, I am inclined to feel that I am a failure				
4.	I am able to do things as well as most other people				
5.	I feel I do not have much to be proud of				
6.	I take a positive attitude toward myself.				
7.	On the whole, I am satisfied with myself				
8.	I wish I could have more respect for myself				

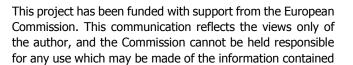| 9.	I certainly feel useless at times				
10.	At times, I think I am no good at all				

Orava Association for Democratic Education, Slovakia

Evaluation by Mentors

- How are you generally doing your mentoring?
- What do you like most / what have you done best?
- What could be done better / what problems have you encountered?
- What were the responses of your mentee?
- What would you change?
- How would you describe benefits of the program for the mentee?
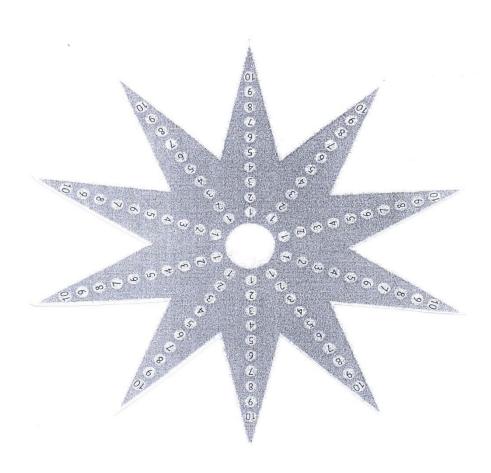
Modern Didactics Centre, Lithuania

Method "Star"

HOW SUCCESSFUL I'M IN.....

Name, Surname …………………………………….

Date ……………………………………

Comments:

Kvalifiseringstjenesten, Grimstad, Norway

Interview guide

Mentees

(The mentees have limited language skills in Norwegian/English)

1. What kind of activities have you done with together with your mentor?

2. How did you find the activities?

3. How is the social contact with you and your mentor?

4. Has the knowledge of the local community improved during this mentor program?

5. Has your language skills (Norwegian) improved during this mentor program?

6. Extras according to the context

Log mentors

Name: _____

Date/time (from – to):   _____

Activities: _____

_____

Expenses: _____

Comments (optional): _____

Evaluation – mentors

Link: https://docs.google.com/forms/d/1cp--MVWhGX0lYWxq17_Y07S550Tq0BzrcpEQ5t9HgU8/edit?usp=drive_web#

Lifelong Learning Programme

Deutscher Kinderschutzbund (DKSB) LVM-V, Germany

Model project "Start-Aid"
Voluntary mentors in child and youth service in Mecklenburg-Vorpommern

Questionnaires to the undergraduate training module
(basic training module)

Personal data:

First name:	
Name:	
Place of residence:	

Disclosures on education seminar:

Date:	
Place:	
Mentor trainer	
Number of participants:	

Assessment:

Following training contents were helpful for me:

Following training contents were not helpful:

Following training contents I missed:

Place/date   Signature

Lifelong Learning Programme

Model project "Start-Aid"

Voluntary mentors in child and youth service in Mecklenburg-Vorpommern

Practice report

The reporting period:

Scope of the mentors activities:

Description of activities:

Completed affairs:

Edited topics:

Special events:

What I would like to edit in the training?

How do I feel the current cooperation with the mentee?

□   Satisfactory

□   Less-satisfactory

□   Unsatisfactory

Other:

Place/data   Signature

Forum for Freedom in Education, Croatia

APPLICATION FORM – MENTOR

Name	
Date of birth	
adress	
telephone/cellphone	
e-mail adress	
facebook adress	

Type of formal education
Name
City
Year of graduating

Do you have any working experience	
NO	YES If YES, please fill in information about your experience
	Name
	City
	Duration

Do you have any experience in working with children	
NO	YES If YES, please fill in information about your experience
	Name
	City
	Duration

Do you have any volunteering experience	
	YES

Lifelong Learning Programme

NO	If YES, please fill in information about your experience
	Name
	City
	Duration

Knowledge of English

Please rate your level of English proficiency according to The Common European Framework of Reference for Languages	Understanding		Writing		Speaking
	Listening	Reading	Spoken interaction	Spoken production	

Please name your professional skills

What hobbies and interests do you have (what do you do in your spare time)?

What inspires you for participation in this project?

What can you give to the child involved in this project?

What knowledge's and competencies do you want to gain trough participation in this project?

How much time during the week do you have for participation in this project? *(please write the number of hours you have)*	

APPLICATION FORM- CHILD

Name and surname	
Date of birth	
adress	
telephone / cellphone	
e-mail adress	
facebook adress	
Name and surname of the parent	

School you attend
Name od the school
Adress
Class

What hobbies and interests do you have (what do you do in your spare time)?

What do you predict you will get by meetings and relationship with the volunteer?

How much time during the week do you have for participation in this project? *(please write the number of hours you have)*	

EVALUATION PAPER– SUPERVISION

Date	

Forum for freedom in education pays a lot of attention to feedback information gathered by participants of programmes. Because of this reason, we kindly ask you to fill in this evaluation paper and in this manner help the improvement of our activities. Thank you!

Please evaluate:

Usefulness of given contents during supervision meetings.	1	2	3	4	5
Personal gain during supervision meetings.	1	2	3	4	5
Organisation of the course.	1	2	3	4	5
Expertness of supervisor.	1	2	3	4	5
Engagement of supervisor during the course.	1	2	3	4	5
SUPERVISION IN GENERAL	1	2	3	4	5

Which content given through the supervision will provide you the most usefull practical value in your working with the child?

Would you recommend this kind of supervision meetings to your colleagues?	**YES**	**NO**

If your answer on the above question is „NO", please describe why.

We also ask you for your suggestions, impressions and additional comments and notions.