

Work Guidelines for EPIS mentors

Description

The Entrepreneurs for social inclusion (EPIS) guidelines, offer support to mentors and educational staff who work with learners or groups of learners at risk, including psychologists, social workers, and other educational staff in school education. The guidelines include a 'how to do' list for intervening / providing individual support to learners and families.

Beneficiaries

The work guidelines target EPIS mentors and educational staff who provide individual support to learners or groups of learners at risk including psychologists, social workers, and other educational staff in school education (primary and secondary).

Countries



Country/ies or organisation that developed the tool

EPIS-Entrepreneurs for social inclusion, Portugal

Date of creation of toolkit and periodicity of updates

EPIS started its actions in schools for improving school methodologies and practices in 2007. The dissemination of the tools started in 2013.

Purpose of the toolkit

Guidance on what works (to help improve the design of policies and practices)

The purpose of the tool is to help practitioners in the field of education throughout the country to conduct a more effective capacity-building work, supported with appropriate and more efficient methodologies, using EPIS processes and IT systems'.

Description of each of the tools

EPIS has developed different programmes to improve the academic success of at-risk students. These guidelines are part of the methodology for their mediation programme. The guidelines provide a 'to do' list for intervening/providing individual support to learners and families. The guidelines of intervention with students and families are organised into sessions, they describe the steps to be followed and provide some materials (e.g. example of behavioural contract).

Type of guidance given to users

There are 8 guidelines for intervention with learners, namely:

- Guides 1, 2 and 3 explain how to prepare the four first 45-minutes meetings with the learner for establishing a behavioural contract and solve the problems s/he might have.
- Guide 4 explains how to prepare a meeting on the topic of 'workload management/study plan' with the learner.
- Guide 5 explains how to provide tips on 'how to study effectively' to the learner.
- Guides 6 and 7 explain how to implement the SQ3R (Survey, Question, Read, Recite, Review) methodology with the learner – to give methodological advice on how to study
- Guide 8 focuses on how to provide advice 'to effectively prepare learners for their exams.'

Guidelines for intervention with families are composed of materials for preparing seminars on:

- How to support young people's educational transitions (e.g. from primary to secondary education, etc.).
- How to deal with teenagers.

In addition, there is also a guide providing recommendations for practitioners on how to establish a network.

Source of information of the different tools

Designed by EPIS experts.

Link/s to the toolkit and further information

The guidelines are available in Portuguese and downloadable as PDF documents from EPIS website.

<http://www.epis.pt/mediadores/mentores>

Downloads

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Related intervention approaches



One-to-one support through coaching or mentoring

Source URL: <https://www.cedefop.europa.eu/en/en/tools/vet-toolkit-tackling-early-leaving/resources/work-guidelines-epis-mentors>