Module III (Buddy System Process)

Module description *This module is about the Buddy System Process and its interconnected steps. You will gain insight into the activities and challenges related to each step. It gives you both an overview and details as well as provides you with practical guidelines about how to put everything to practice. Specific exercises and links to further information material help you to get a closer look at the topic.*
Learning Objectives Upon completion of this module you will: ● Know how to implement a buddy system ● Comprehend the complexity of the whole process ● Be capable to plan a buddy project ● Be able to still keep the big picture
Content/Topics The module is divided into 11 topics, each of them give an insight into the buddy system process as a dynamic process consisting of ten different steps. Each unit offers either an exercise and/or a link to additional material in order to learn and read more and get familiar with the content. At the end of the module, there is a quiz which helps you to check your learning output.
E-LEARNING CAPSULE *Topic 6 (pre-matching): illustrated text* *Topic 8 (buddy sessions): interview*
ACTIVITIES/EXERCISES/GAMES/TESTS **Guideline for a 2h face-to-face training based on the online training** 1. **Introduction** The face-to-face training aims at clarifying open questions, deepening the online content and gives space for exchange between the participants.

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2. Methodology

- Workshop
- Time frame: 2 hours, 120 minutes
- Number of participants:
- Alternating social forms from plenary presentations to group work and work in pairs to discussions and reflections

3. Conducting Phase

Content	Method	Social form/ Material	Time
Introduction of participants Presentation	Presentation: participants write their name, organisation, their role/experience, their two personal aspects: "*I am good at … "* "*I am afraid of …*" on moderation cards : one card per issue and pin them on the pinboard Each participant gives a short presentation of himself/herself.	individual work plenary pinboard moderation cards	5 minutes 10 minutes
Presentation of project concept and objectives	PowerPoint presentation and/or written handout	Plenary Handout or PPP on computer (beamer)	10 minutes
Overall view of the process and its 10 steps Being aware of the	Bringing the 10 steps into the right order: In pairs/small groups the participants get 10 cards, 1 for each step. Question: Which chronology did you agree on? Which	Group work or work in pairs plenary	5 minutes

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interconnectivity of the steps	steps are directly interconnected? Clustering of the interconnected steps on the pinboard.		15 minutes
Self-perception and perception by others	Trying out the exercise on self-perception and perception by others: 3 forms are to be filled in individually and then the answers given are compared and discussed with the partner. Reflection: What did you find out about yourself?	Work in pairs plenary	20 minutes 10 minutes
Matching exercise	Doing the matching exercise in pairs Discuss the challenges	Work in pairs Plenary worksheets	15 minutes 10 minutes
Open questions	Collect the topics and questions that should be discussed or are still open: facilitator writes the ideas on the whiteboard. For more detailed issues there will be a follow-up in written form (information forwarded to participants)	Plenary Whiteboard or flipchart	10 minutes
Oral evaluation (if there is time)	Oral evaluation: flash flashback session: use ambiguous coloured situation pictures: Each participant including facilitator chooses one (quickly) and then briefly	Plenary Situation pictures	5 minutes

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	describes why and how he/she feels		
Written evaluation	Handing out evaluation forms to fill in	individual work	5 minutes
Certificates & Farewell	Handing out the signed certificates	plenary	2 minutes

Supporting material

Additional Resource 1

Title:	How are UIA migrants and refugees integration projects implementing innovative ways for better managing inclusion?
Description:	Urban Innovative Actions (UIA) is an Initiative of the European Union that provides urban areas throughout Europe with resources to test new and unproven solutions to address urban challenges. Experiences and first lessons learnt from Antwerp, Bologna, Utrecht and Vienna
Link to resource:	https://www.uia-initiative.eu/sites/default/files/2019-07/Migrants%26Refugees_v5_WEB.pdf

Additional Resource 2

Title:	SOFIE – Support for Empowerment and Integration of refugee families
Description:	Best Practice Guide for Buddying
Link to resource:	https://support-refugees.eu/media/sofie-io5.pdf

Additional Resource 3

Title:	Moms for Moms
Description:	The Community Centre de Mussen in Netherlands offers the service "Moms for Moms" that consists of 20 trained contact women who support other

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	mothers in smaller and larger problems regarding isolation, finances, parenting, health, housing, etc. in exchange for a small volunteer compensation.
Link to resource:	https://www.youtube.com/watch?v=ODUE1YlVbt4

Additional Resource 4

Title:	Die NACHBARINNEN - Wien (The Female Neighbours, Vienna)
Description:	The NACHBARINNEN (The Female Neighbours) empowerment programme is a holistic intensive support for the entire family and lasts six months where trained women work out solutions and possible courses of action with women and their families from the same ethnic community. This support is meant to lead to a high degree of independence and self-determination for the family in order to cope well with life in Vienna and thus promote social peace.
Link to resource:	https://www.nachbarinnen.at/ueber-uns/ (in German)

Additional Resource 5

Title:	Business buddies for refugees in London
Description:	Starting a business isn't easy. Zamira can help!
Link to resource:	https://www.facebook.com/UNHCR/videos/380498769169996

Additional Resource 6

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Title:	Code of Ethics
Description:	Guidelines for Code of Ethics in Mentoring containing the principles Mentors in the Mentoring Process should abide
Link to resource:	[m4m_report_io2_eng_final_versão_final_18_out.pdf (migrants4migrants.eu)](#)

Additional Resource 7

Title:	Mentor's and mentee's data and skills
Description:	Examples of what kind of interview or survey templates you could use for collecting information and data of mentors and mentees.
Link to resource:	https://drive.google.com/drive/folders/1pk2Ppe-VL24lHf4OioAwJP_oc2F0MWkg

Additional Resource 8

Title:	Self-assessment
Description:	Online-tool for self-assessment
Link to resource:	https://lifeskillsthatmatter.com/personal-self-assessment/

Additional Resource 9

Title:	Mentor and Mentee Dos and Don'ts
Description:	Table with what is required or should be avoided
Link to resource:	https://www.apa.org/education/grad/table-2-mentoring.pdf

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Additional Resource 10

Title:	Self-perception and perception (Selbst- und Fremdwahrnehmung)
Description:	Questionnaires and pair exercise for self-perception and perception by others (in German)
Link to resource:	https://pdfslide.tips/documents/selbstwahrnehmung-und-fremdwahrnehmung-flahs-und-geb-bk-persoenlichkeit.html

Additional Resource 11

Title:	How to write an Evaluation Plan
Description:	Overview of the components of an Evaluation Plan
Link to resource:	https://proposalsforngos.com/write-evaluation-plan-proposal/

Additional Resource 12

Title:	Training for Youth Mentoring Programme
Description:	It gives some tips for topics for trainers, mentors, effective trainings etc.
Link to resource:	https://www.mentoring.org/resource/training/

Additional Resource 13

Title:	Mentor Mentee Agreement

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Description:	Example of an agreement between mentor and mentee. This is not a contract between the stakeholder and a mentor which might also be necessary.
Link to resource:	https://drive.google.com/drive/folders/1Mz-9ADqz9V2EeUze-V555sLoSEiJxRJW

Additional Resource 14

Title:	Matching exercise
Description:	Find the document where you can see the mentor's and mentee's description in order to match the pairs.
Link to resource:	https://drive.google.com/drive/folders/1NsMcYzrxvAfRs4ET1q19nhCVXHyqTnfH

Duration

The duration of this block is approximately 3 hours online. There is an extra unit with a guideline for an additional 2-hour face-to-face training based on the online training.

Quiz / Self – assessment activity

Instruction: Choose the **correct answer(s).** Multiple answers are possible.

Question 1: There are interconnections and overlaps between the different steps.

a) The recruitment/registration of buddies (step 2) and the initial self-assessment (step 3) are linked with each other because relevant skills and competences have to be selected after the recruitment and registration of the buddies.

b) **Pre-matching (step 5) and formal matching and first meeting (step 6) are linked with each other because the potential mentoring pairs might already know each other from a first informal meeting.**

c) **Progress monitoring and feedback (step 9), initial self-assessment (step 3) and buddy sessions (step 7) are linked with each other because the first and ongoing self-assessment of the mentors and mentees are important**

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indicators for the assessment of the mentee's development within the framework of the Evaluation Plan.

Question 2: Even if the format and content of the buddy sessions can vary, a number of elements are to be taken into account such as:

a) The frequency and duration of the sessions have to be fixed and should not be changed so far.
b) **The meeting places have to be agreed upon.**
c) **The mentoring relationship must stay flexible.**
d) **It is recommended to make an interim assessment (i.e., perspective talks) after a certain number of sessions.**
e) The end point of the programme should be flexible.

Question 3: The first formal meeting has to be well planned. What is essential?

a) **The mentee's needs and goals are clarified.**
b) The mentee has to inform the mentor about possibilities and boundaries regarding expertise and time resources.
c) **The mentee should come up with his/her expectations, fears and boundaries.**
d) The mentor has to decide on the next concrete steps: tasks of mentor and mentee for the next meeting, place and time of the next meeting.
e) **The frequency of meetings should be discussed and pre-fixed.**
f) **A prepared (pre-)contract with the essential items is signed in the near future at the latest.**

Question 4: There are different ways to carry out   supervision sessions such as:

a) Supervision sessions should only be held by a qualified external supervisor.
b) **Intervision sessions can also be an option without or with the presence of the mentors' coordinator.**
c) Monthly Informal buddy-meetings also offer space for exchange.
d) **During the supervision sessions, further training for mentors can be offered as well.**

Sources

Migrants4Migrants project - Buddy System Service Model", June 2021, accessible in
https://www.migrants4migrants.eu/results.html

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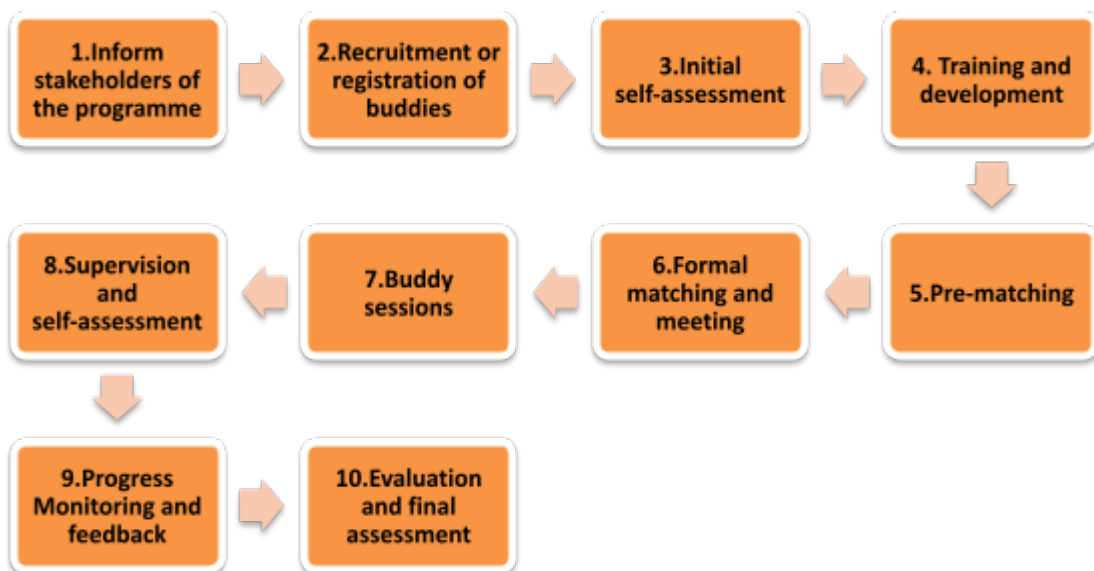| Topic 1 - BUDDY SYSTEM AS A STEP-BY-STEP-APPROACH |
| --- |
| **Topic description:**
Here you will gain an insight into the Buddy System as a dynamic process of interconnected and interdependent steps. |
| **Read**

The Buddy System is composed of 10 steps from the very first approach to any stakeholder until the effective implementation of the programme, ending up at the evaluation.

Below is the process map (flowchart) of the steps:

1.Inform stakeholders of the programme → 2.Recruitment or registration of buddies → 3.Initial self-assessment → 4. Training and development

8.Supervision and self-assessment ← 7.Buddy sessions ← 6.Formal matching and meeting ← 5.Pre-matching

9.Progress Monitoring and feedback → 10.Evaluation and final assessment

Even though the steps are presented chronologically in a linear way, there are overlaps in time and content throughout the whole process that need to be taken into account during planning. For this reason, the overall concept must always be kept in mind. Therefore, in the elaboration of the steps, you can find cross-references to previous and subsequent steps.

The following examples serve to illustrate the overlaps: |

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Step 2 (recruitment/registration of buddies) and Step 3 (initial self-assessment) are strongly linked with each other: Even before the recruitment and registration of possible buddy candidates, a set of required skills and competences has to be elaborated and decided upon which criteria seem most relevant. Possible criteria relating to the skills of mentors are dealt with in detail in Step 3.

Step 5 (pre-matching) and Step 6 (formal matching and meeting) overlap in the sense that there might have taken place a first informal meeting already between potential mentoring pairs so that they know each other.

Step 9 (progress monitoring and feedback) has to be based on the initial self-assessment of Step 3 and the objectives set for the Buddy sessions (Step 7) in order to be able to assess the change observed in the mentee's situation but also in the mentor/mentee relationship.

Step 9 is also strongly linked with Step 8 (Supervision and self-assessment) and 10 (Evaluation and Final Assessment) in which it is advisable to create an evaluation plan that will allow the entire process to be monitored using identified indicators and objectives. In this way, the progress and achievements of each person can be monitored.

Learn more about successful buddy programmes: Additional Resources 1,2, 3, 4

Topic 2 - STEP 1: INFORM STAKEHOLDERS

Topic description:
How to reach, inform and engage Integration Services professionals and migrant volunteers in order to motivate them for this mentoring journey.

Read
This step targets Integration Services professionals and volunteers, and its main aim is to inform them and prepare them for this mentoring journey. The main aim is to create a strong network among NGOs working with migrants, migrant organisations and engage other professionals or volunteers and migrants who would be interested in participating in this programme. In this first step, you can find information on how to disseminate the Buddy System to stakeholders and interested parties, how to engage experienced or qualified **migrants** who could eventually undertake the role of the mentor and newly arrived refugees and migrants who are in need of guidance and are willing to be integrated in the host society by undertaking the role of mentee. The stakeholders will be also informed of the challenges and problems often confronted in the mentoring process. Furthermore, other specific objectives are for stakeholders to understand the importance

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of the code of ethics by both sides and how to establish trust between the Mentor and the Mentee.

Read more:

Link to the Buddy System Service Model (Step 1)

Code of Ethics for Mentors: Additional Resource 6

Link to Module VI "Be a mentor"

Topic 3 - STEP 2: RECRUITMENT AND REGISTRATION OF BUDDIES

Topic description:

In this unit you will be introduced into the methodologies regarding research, profiling, interview and selection including effective documentation of mentor candidates

Read

Recruitment of buddies is the process of finding and engaging the best-qualified mentor candidates by defining the requirements, attracting, screening and selecting candidates, engaging, and finally documenting those selected.

This implies that the candidates must have certain skills to get as close as possible to the profile sought for being a mentor.

This step is dealing with the methodologies to research, profiling, pre-selection and interview, selection after the interview in order to recruit the buddies or mentors. The recruitment and registration of mentees is separate and different but also requires a strategy.

Read more:

Link to the Buddy System Service Model (Step 2)
For Templates as examples: Additional Resource 7
Link to Step 3 for more detailed description of the buddies' skills

Topic 4 - STEP 3: INITIAL SELF ASSESSMENT

Topic description:

Initial self-assessment helps at getting a more detailed profile of mentors and mentees as a baseline point for matching the pairs and defining both roles in the process.

Read

The initial self-assessment is provided for both mentors (buddies) and mentees. In order to assess whether the candidates are suitable for the mentoring programme, hard data and facts about the candidates are important, but also knowledge about their soft skills. This is why self-assessment tools have to be part of the recruitment process as well. Initial self-assessment will take place at the initial stage of the programme, meaning before mentors and mentees are actually involved in the process.

In this step, therefore, not only the skills required of potential mentors but also those of the mentees are dealt with in more detail, not to forget those of the mentors' coordinator.

Mentor's skills

- Social, psychological, and organisational skills
- Communication skills
- Resilience skills
- Conflict Management skills
- Perception of mentorship and society as a system
- Integration and Inclusion skills
- Self-learning and self-development skills
- Open mindedness and tolerance towards different cultures
- Knowledge of the culture and of the mechanisms that regulate the hosting society

Mentee's skills

- Self-determination and resilience skills
- Communication skills
- Being aware of their own rights

- Being committed to the mentorship programme
- Ready to recognize their problems/limits and to accept help to solve them

Learn more:

Exercise 1: Categorisation of qualities: Try to assign qualities to skills here:

https://learningapps.org/watch?v=pok9kse5521

Read more:

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Link to the Buddy System Service Model (Step 3)

Topic 5 - STEP 4: TRAINING AND DEVELOPMENT

Topic description:

The objective of this step is to enable mentors to perform their role as a mentor in order to provide the best support to migrant mentees, but also to give the mentees information about what to expect.

Read

Training is crucial in order to engage well-prepared mentors. This step is an induction training for mentors/buddies, but it also covers an info-day for mentees. As this is a voluntary role, mentors need to be aware of what being a buddy implies and main communication and multicultural skills.

How to design and implement such a training and what it should include is outlined in this step: the skills and knowledge to be taught within the range of this training. And not to forget that there must be an interweaving of theoretical and practical modules.

Last but not least, it is also necessary to think about very simple tools and supports that can be used to motivate mentors to do the training and what kind of proof of their training you can give them.

Read more:

Link to the Buddy System Service Model (Step 4)

Get an idea about mentoring training programmes: Additional Resource 12

Topic 6 - STEP 5: PRE-MATCHING
e-capsule: illustrated text

Topic description:

It is about how to carry out a careful pre-matching process in order to identify which couples of mentors and mentees can work best together.

Read

Pre-matching is the phase preceding the formal matching, in which the couples of mentors and mentees are officially matched. In this phase, the participants have the opportunity to meet each other for the first time during an informal meeting but this is not compulsory. At

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the end of pre-matching, each participant expresses a choice about their partner and each couple of mentor and mentee is confirmed to work together.

Pre-matching is a relevant step because, if well done, each mentoring pair will be more likely to build a trusting and enduring match. For this reason, this step is to be carried out carefully, as it could avoid the occurrence of other problems during later stages of the project, when mentoring activities are already in an advanced stage and problems take more time and effort to be solved. For instance, a careful pre-matching phase avoids that mentor and mentee do not match, thus making a re-matching operation necessary.

The different phases of the pre-matching are outlined in this step such as the **preliminary phases**, the **pre-matching process** which itself consists of four parts: first matching proposal, informal consultation of mentoring pairs, first informal meeting if desired, and the follow-up.
A small digression deals with the special requirements when the mentees are under-aged migrants.

The basic matching criteria are as follows:

- **Language** and **ethnicity**
- **Age**
- **Gender**
- **Cultural or educational background**
- **Personality and interests**

Learn more:
Find out about the challenges of matching pairs: **e-capsule**

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Try it yourself: **Exercise 2: Matching process**

Instruction: Read the description of different mentors and mentees (**Additional Resource 14)** and match the most appropriate mentoring couples. Motivate your choice and – if possible – discuss it with a partner. Do some self-reflection: What are the difficulties and challenges? Which criteria are more important than others? **Write your choice and share your self-reflexion on the following collaborative tool which allows you to find comments of other participants too:** https://edupad.ch/p/gscxBPqrfj

Read more

Link to the Buddy System Service Model (Step 5)

Topic 7 - STEP 6: FORMAL MATCHING AND MEETING

Topic description:

This is the step when the mentoring pairs are finally confirmed to work together and get started with the mentoring process with an official first meeting. A personalised programme is being developed.

Read

The objective of the first meeting is either getting to know each other for the first time - in case there was no informal meeting beforehand - or meeting for the second time. In both cases, mentor and mentee start working together. This means they start exchanging information, expectations and wishes and fixing goals and details for the further mentoring process.

What is important in the whole process is strengthening the mentee's own initiative and responsibility, as well as incorporating the mentee's existing resources, so that the mentee's active participation is encouraged and enabled.

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Be aware that the mentoring phase is a process and building trust takes time. Usually, it needs up to three meetings to create an initial basis of trust.

Everything that needs to be taken into account on the organisational side is explained, as well as what the procedure of the first official meeting can be. Furthermore, the follow-up is described, which is very important so that the mentoring process can develop well for both mentor and mentee and also bear fruit. This requires documentation and support from the mentors' coordinator.

Last but not least it is necessary to define a procedure if a mentoring pair does not want to continue after the first meeting.

Read more

Link to the Buddy System Service Model (Step 6)

Example of an Agreement between Mentor and Mentee: Additional Resource 13

Topic 8 - STEP 7: BUDDY SESSIONS

e-capsule: 1 video: interview

Topic description:

This is about planning, conducting, documenting and supervising the buddy sessions as well as preparing the end of the programme, all based on the personalised programme.

Read

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The format and content of the buddy sessions can vary, however a number of elements are to be taken into account to successfully complete the mentoring programme, reaching the goals agreed upon and develop a relationship of trust and listening.

Although the frequency and duration of the sessions have been fixed during the first meeting (step 6) they can be adjusted at any time if necessary.

The same is valid for the meeting places. They are jointly defined by the mentor and the mentee and also may vary throughout the process. However, it is still advisable to choose a neutral location for both mentor and mentee: not their home or workplace. This is not compulsory either. In case of mentoring a whole family, the family's place could also be an option for the sessions. It is also important to choose a place that is conducive to exchanges: avoid places that are too noisy.

An important thing is the flexible dimension of the relationship. For example, if the matching is no longer relevant and beneficial for both parties, then they can change it. The communication should be also with the coordinator who will accompany this choice and the change.

It is recommended to plan perspective talks with the mentee after a certain number of sessions, for instance after 5 buddy sessions. These talks should be organised and supervised by the mentors' coordinator.

There should be a clear end point at the end of the programme so that it can be concluded well for both sides.

The meeting procedure consists of different phases such as the introductory time and review, the activities during the session and the end of session.

Learn more:
Interview with an experienced mentor **(e-capsule)**
Read more
Link to the Buddy System Service Model (Step 7)

Topic 9 - STEP 8: SUPERVISION AND SELF-ASSESSMENT

Topic description:

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This is about self-assessment and self-evaluation of the mentors' abilities and limitations as a fixed part of the supervision and which tools can be used.

Read

Supervision and support of mentors during the mentoring process is essential. Supervision is seen as a place for reflection and sharing, with the aims of: broad support for all the mentoring process; trigger continuous learning and the development of the mentor's skills (peer or non-peer), and also the promotion of mentors' motivation. Supervision will create the opportunity to progress review, as well as to promote a serious thought on the difficulties that arise during the programme.

Self-assessment and self-evaluation of the mentors' abilities and limitations should be a fixed part of the supervision process because it is important for a successful mentoring process. This process already started with the initial training of mentors where self-assessment is   part of the training:

The different **tools for supervision** are cited as well as made a recommendation for the frequency of the sessions available.

Self-assessment is to make visible the expectations of buddies, exchange of experiences, reporting and analysing personal limitations, upcoming problems and challenges. More general topics such as discrimination, intercultural and transcultural issues etc. should also be on the agenda on a regular basis in order to sharpen the awareness and the context in which the mentors are working.

Read more
Link to the Buddy System Service Model (Step 8)
Find out about **self-assessment tools:** Additional Resource 8
Learn more about **self-perception and perception by others** (in German): Additional Resource 10

Topic 10 - STEP 9: PROGRESS MONITORING AND FEEDBACK

Topic description:
This is about the methods, frequency and indicators for monitoring progress having to be defined in the evaluation plan drawn up by the mentors' coordinator

Read

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On the basis of the initial self-assessment (Step 3) and the objectives set for the Buddy sessions (Step 7), the stakeholder together with the mentors' coordinator monitor progress, i.e., the change observed in the mentee's situation but also in the mentor/mentee relationship. This relationship is strengthened by communication and more particularly by feedback: the reactions shared between the mentor and the mentee.

It should be remembered that this step is strongly linked with Step 8 (Supervision and self-assessment) and 10 (Evaluation and Final Recommendations) in which it is advisable to create an evaluation plan that will allow the entire process to be monitored using identified indicators and objectives. In this way, the progress and achievements of each person can be monitored.

The method, frequency and indicators for monitoring progress are defined in the evaluation plan drawn up by the mentors' coordinator together with the stakeholder and if existent the team of professionals mobilised on the mentoring programme. They set up questionnaires and deadlines in line with the objectives defined in the personalised mentoring programme.

There are several types of feedback that are mentioned as a basis for monitoring.

The mentors' coordinator plays an important role as he or she is in contact with the mentor and mentee who can provide feedback and helps with communication.

Learn more:

Exercise 3: Types of feedback: Find out about different types of feedback: https://learningapps.org/watch?v=pp36q0dyn21

Read more

Link to the Buddy System Service Model (Step 9)

Topic 11 - STEP 10: EVALUATION AND FINAL ASSESSMENTS

Topic description:

This step provides evidence of the effects of the buddy system model on skills and achievements gained with the method.

Read

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Even if step 10 is carried out at the end of the programme, this step must be thought out and established as soon as the programme is drawn up in the form of an Evaluation Plan, in order to define the objects of evaluation, the actors impacted, the indicators for measuring success, the temporality / periodicity of the evaluation and the tools and methods that will be used.

This step is made up of two parts: the final assessment and the evaluation.

The first part is the **final assessment** stage of the programme: following the "initial self-assessment" – Step 3 – and the "supervision and self-assessment" – step 8. It is also in dialogue with the other moment of the project assessment: "progress monitoring" – Step 9.

The second part is the **evaluation** of the project as a whole: of the buddy system itself and its steps – the impact on the actors, on their interactions and on the process that links them. It should identify, from the writing of the project, the objectives that are specific to them, depending on the expected outcomes, and therefore identify the indicators that will allow them to be evaluated. The indicators and perspectives of the evaluation vary depending on the actors involved in the project: project leaders, mentors, or mentees.

Regarding the **evaluation plan** and its steps, a qualitative tool for the final assessment can for instance be carrying out life history interviews

As for a thematic evaluation there is no general recommendation on how to evaluate a project with a particular theme or public. General objectives for all types of projects might be easier such as empowerment and self-determination. Optional resources can be offered in addition for an evaluation tailored to specific publics and activities. All this is based on why and for what purposes you want to evaluate.

The **temporality of the evaluation** depends on several factors intrinsic to the project that will be implemented such as its duration, the chosen indicators for the evaluations, and the public's concern among the migrant populations.

The final report can, for example, be produced at the end of the project, or several months after the end, if the aim is to assess its long-term effects.

The evaluation is set up by default by the mentors' coordinator, he/she could be helped by mentors but can also be implemented by external stakeholders if necessary.

Learn more

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How to write an evaluation plan: Additional Resource 11

Read more

Link to the Buddy System Service Model (Step 10)