DEVELOPING PROJECT #001

GUIDELINES ON MENTORING **IN THE FIELD OF SPORTS**

SPORTME Mentoring

Promoting Social Mentoring strategiesin the field of sport

FOREWORD

The present GUIDELINES ON MENTORING IN THE FIELD OF SPORT have been developed as part of the European-funded SPORTME Project-Promoting Social Mentoring strategies in the field of sport (622934-EPP-1-2020-1-ES-SPO-SSCP).

The SPORTME project focuses on promoting social inclusion in sport through mentoring processes. It is a two-year transnational project involving 5 international partners from 3 partner countries (SPAIN, Portugal & UK) with complementary expertise in the social and sport fields.

As the key outcome of the SportMe Project, the Guidelines on Mentoring in the field of sport that will be presented in this document specifically addresscontents and methodologies related to the use of mentoring in the field of sport. They are specially aimed at young people from disadvantaged backgrounds, who can be more inclusive within society.

In this regard, Sport has been proven to be an excellent tool to help young people to reinforce emotional and crosscutting skills and bring them closer to the community.

The SportMe partnership is convinced that sport-based mentoring initiatives can help youngpeople by providing community-based opportunities that contribute to the improvement of skills, social capital and ultimately wellbeing.

Hence, the present Guidelines have been conceived to be used as a highly practical tool for youth workers, sport organizations and other professionals supporting these young people that want to gain general insights on mentoring and how to apply it in the specific field of sports.

The SportMe partnership wishes that these guidelines will provide insight into practical ways to work with groups at risk of social exclusion and develop inclusive processes within sport activities that have a meaningful impact on the social inclusion of disadvantaged groups.

Enjoy the reading!

The SPORTME Project partnership

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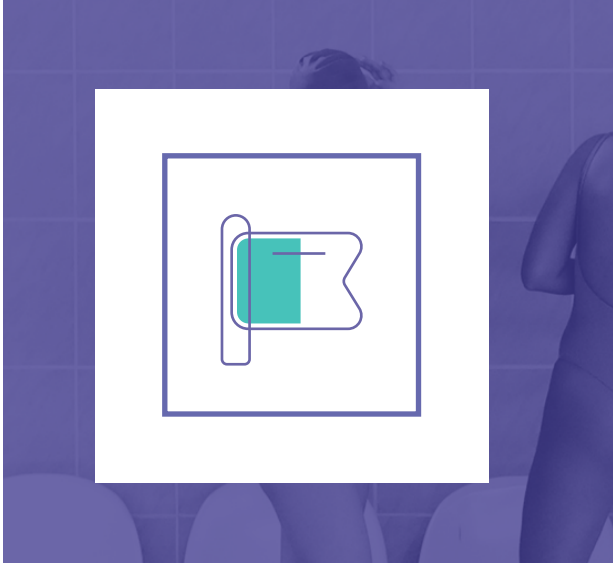
PROJECT



The present GUIDELINES ON MENTORING IN THE FIELD OF SPORT have been developed as part of the European-funded SPORTME Project promoting social mentoring strategies in the field of sport.

WHY IS THIS SPORTME PROJECT IMPORTANT? MENTORING IN THE FIELD OF SPORT AS A WAY TO PROMOTE SOCIAL INCLUSION

The SPORTME PROJECT aims to share methodologies for the social inclusion of young people using mentoring in the field of sport.

Sport has been proven to be an excellent means to reinforce emotional skills (such as selfesteem and the spirit of improvement, and managing frustration...) in addition tostrengthening other soft skills (such as teamwork, and organization skills...) Sport is also key to bringing people and communities close together.

In this regard, young people from disadvantaged backgrounds, who are the ultimate beneficiaries of our project, often lack many of the above. Sport can help challenge their assumptions and expand their options within society and the labour market.

The SPORTME project aims to create a network of partners interested in using sport as avehicle to promote social inclusion of disadvantaged groups and to achieve this with the support of social mentoring as an instrument of social intervention galvanizing the relationship between people who volunteer to provide support to others.

Clubs and sports organizations have expressed the need to reach these groups, to respond to the problems of the society around them through the development of inclusive processes within their regular sport activities. There is a need to capacitate them in new, innovative ways to provide sport activities more inclusively.

For this process to have a permanent and quality impact on both young people and sports clubs and organizations, it is necessary to develop a methodology for actively involving them both.

In this regard, one way to develop links between young people and sports clubs is to involve volunteers and youth workers who are part of the club or sports organization through mentoring processes that provide value to the sport as means to promote healthy habits and improve basic skills needed for the personal development of these disadvantaged young people.

For this it is necessary to accompany and train the mentors of clubs and sport organizations to define their role in the process, understand how the process is developed and to be able to identify their own competences and how to transfer them to the young people.

SPORTME PROJECT OBJECTIVES

The SPORTME objectives are the following

- Generate social inclusion in sport through mentoring & volunteering processes.
- Develop healthy habits, competences & knowledge on emotional management in young people from 16 to 24 years old coming from disadvantaged environments through the practice of sport.
- Give support to sport clubs & organizations in the design of inclusive & social cohesion processes.
- Establish social responsibility in sport environments by creating a network of partners that develop strategies to guarantee access to sport for all.

PROJECT BENEFICIARIES

The main project beneficiaries are the following:

- Young people from disadvantaged backgrounds and/or at risk of social exclusion.
- Sport organizations and organizations that work with young people at risk of social inclusion are willing to implement inclusive initiatives through mentoring.

PROJECT PHASES

The project had a duration of 2 years (1st of January 2021 -31st December 2022)and was implemented in 5 consecutive phases:

- **Phase 1** consisted of a preparatory phase that aimed to extract & analyze the modus operandi, similarities & good practices that are being carried out in the different countries in the fields of mentoring, sport and inclusion.
- **Phase 2** focussed on the development of the current Guidelines on social mentoring processes in the field of sports.
- **Phase 3** focused on developing and testing a training capsule aimed to train persons in the field of sports to be mentors.
- **Phase 4** consisted of several pilot tests aimed to evaluate if the mentoring processes proposed in the guidelines were relevant to potential users.
- **Phase 5** focuses on developing short videos to raise awareness of international social inclusion experiences in the field of sport.

PROJECT PRODUCTS

In the framework of the SPORTME project two products have been produced:

- Guidelines on social mentoring processes in the field of sports which is the document you are reading!
- Short videos addressing international social inclusion experiences using mentoring in the field of sports in each partner country with contributions and assessments from their participants.

All project products can be downloaded from the SPORTME project website:

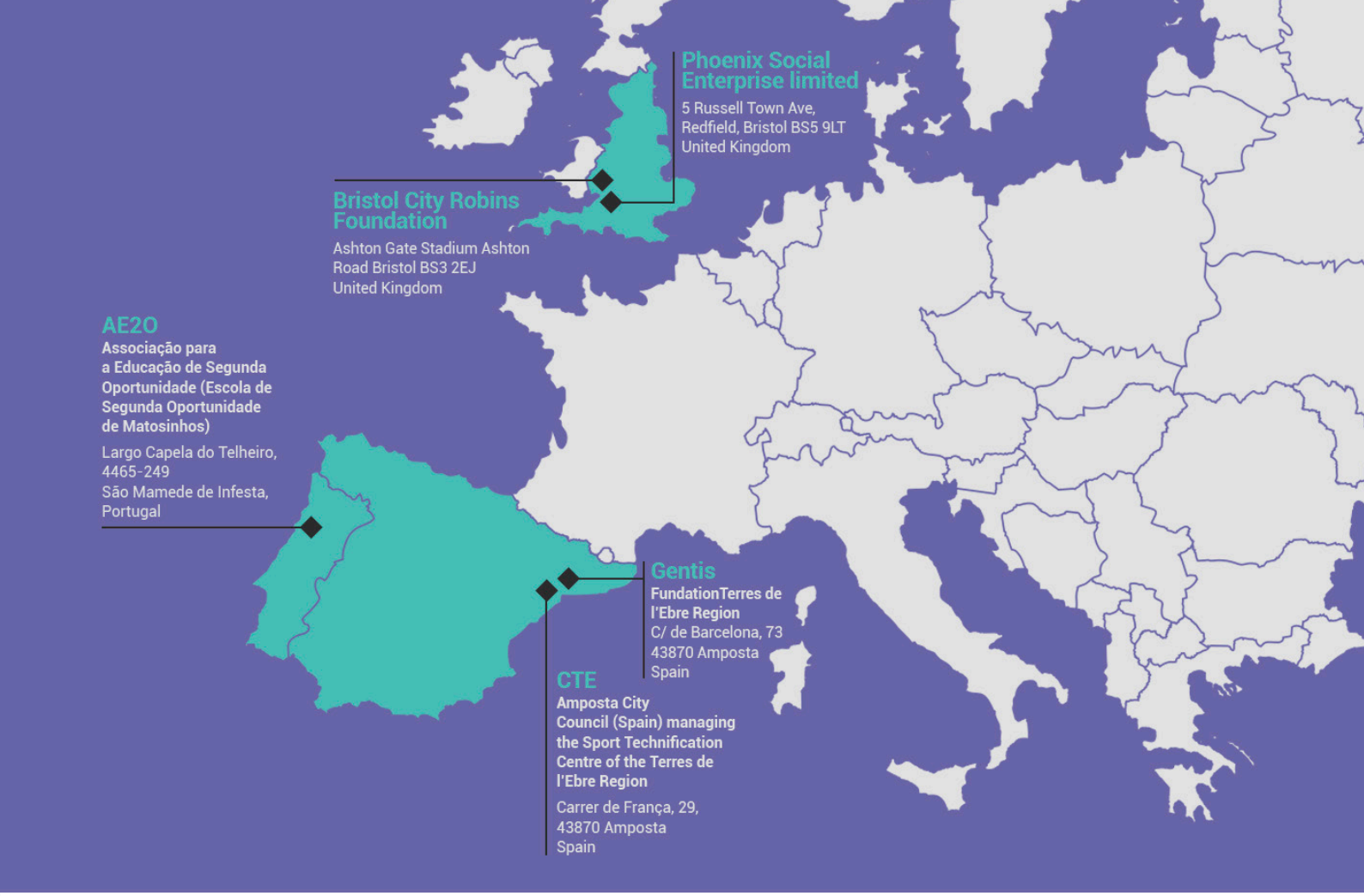
https://www.gentis.org/sportme-erasmus-project

SPORTME, A EUROPEAN FINANCED PROJECT

SPORTME is a European project financed by the European Union's Erasmus+ programme, who's funding is used to support activities in the fields of Education, Training, Youth and SPORT.

For more information on the Erasmus+ Program please visit:

https://ec.europa.eu/programmes/erasmus-plus/opportunities/sport_en



WHO ARE WE? THE SPORTME PROJECT PARTNERSHIP

The SPORTME partnership consists of 5 competent partners who are active in three European member countries: Spain, Portugal and the UK. The partnership consists of 2 profiles of partners that unify SPORT WITH THE SOCIAL FIELD.

Social Partners with experience in social inclusion, especially in the field of youngsters at risk & social mentoring:

- Gentis Foundation - GF - (Spain)
- AE2O - E2OM - (Portugal)
- Boomsatsuma Education LTD - BS (UK)

Social Partners with experience in social inclusion, especially in the field of youngsters at risk & social

- Bristol City Robins Foundation - RF - (UK) as part of Bristol City Football Club
- Sport Technification Centre of the Terres de l'Ebre Region as part of the Municipality of Amposta city council - CTE - (Spain).

ABOUT

WHY THESE GUIDELINES?

The present Guidelines on Mentoring in the field of sport have been specially designed to encourage and support sport organizations and stakeholders in the development of new ways to provide sport activities more inclusively.

VISION

To guarantee sport for everyone.

MISSION

To support sport organizations in the structuring of mentoring processes as means to provide sport activities in more inclusive ways.

MAIN OBJECTIVE OF THE GUIDELINES

To become a practical tool for organizations to set up mentoring initiatives in the field of sport for young disadvantaged groups.

USERS OF THE GUIDELINES

Any Organization or individual interested in promoting mentoring in the field of sports.

SOCIAL MENTORING IS AT THE HEART OF THESE GUIDELINES

Mentoring is an instrument of social intervention that promotes the relationship between people who volunteer to provide support to others who are at risk of social exclusion.

The key elements of the social mentoring process are:

- **The accompaniment** of one or more people to help to improve the personal and social growth of the person being mentored, from a relationship based on respect, mutual learning and which must always have as its starting point the interests and needs of the person being mentored.

- **Volunteerism.** It does not replace the paid work of a technical person, but it can complement it, it can be carried out on an occasional or continuous basis and always based on the free acceptance of all the persons involved.

- **Bond of trust.** Relationships are based on trust and respect.

- **Mutual benefit.** Both the mentee and the mentor are developing professional and personal skills that can be transferred throughout their experiences. Therefore, there is a mutual benefit to both parties being involved and actively contributing to the process.

- **Leads its own process.** The process of mentoring can be planned to a certain extent, but until the relationship is formed, the mentoring should be fluid in respect of activities, content and the direction it takes.

- **Confidentiality.** The mentoring process is a very personal experience for both the mentor and mentee and therefore, to help build a bond of trust and protect everyone involved, there must be limits placed on the sharing of information and personal data. This is mutual for both mentor and mentee.

- **Informal context** in which the relationship is established. Mentoring relationships combine the informality of the methodology with the intentionality focused on personal and social development. Establish social responsibility in sport environments by creating a network of partners that develop strategies to guarantee access to sport for all.

END BENEFICIARIES OF THE GUIDELINES

The end beneficiaries of the guidelines are young people from disadvantaged backgrounds, especially those aged 16-24, many of which get support from second chance schools and other organizations.

These young people:

- Are at risk of social exclusion.
- Experience early dropouts from secondary school.
- Have competence deficits at different levels: basic, transversal, emotional and technical.
- Do not have solid family structures.
- Live in low socio-economic environments.
- Lack of participation and involvement in the community.
- Some of them are unaccompanied migrant minors, who in addition to their emotional imbalance and lack of family references in the territory, have a lack of language skills, and in some cases, illiteracy.
- In general, they are young people who do not interact with the community or know about its services and resources. Moreover, this creates a negative image of them.
- Due to the above, their level of employability is very low, and therefore, they present many difficulties in getting a quality job.

WHY ARE SPORTS THE PERFECT PLATFORM FOR MENTORING?

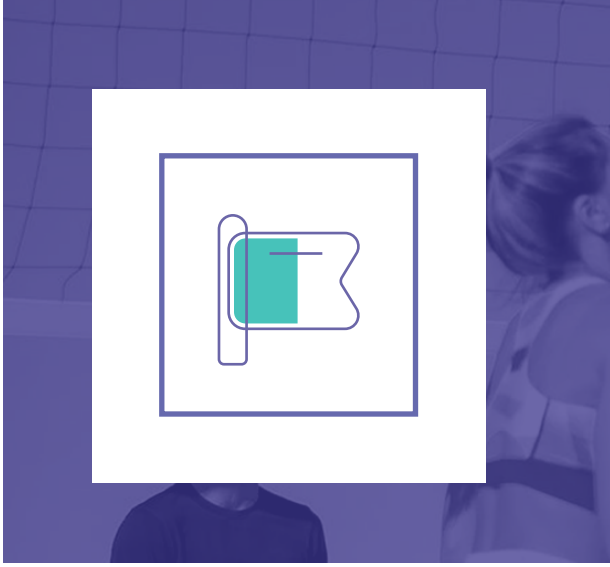
Mentoring can be implemented in the specific field of sports.

Sportspeople, coaches, representatives of sport organizations and other professionals in the field of sport have a unique opportunity to teach youth valuable life skills, for example, how to set goals and introduce yourself to someone new, using sport as the platform.

Mentoring through sports can help young people develop character, skills and increase their social opportunities because just like in life, athletes and sportspeople can transmit their expertise learnt by experiencing firsthand the highs and lows of sporting experiences.
This can be done in different ways:

- By empowering youth to make healthy choices and improve their physical fitness by following habits like eating well, getting enough sleep and exercising.
- By encouraging youth to take ownership in their learning by seeking new challenging tasks and pushing themselves to develop new skills.
- By helping young people develop life skills. Setting attainable goals, overcoming challenges, learning techniques to manage thoughts and emotions – these are skills youth can learn through sports, but more importantly, can apply to other areas of life.
- By helping young people develop core values such as honesty, integrity, sportsmanship, respect, confidence, responsibility, perseverance, courtesy and judgment.
- By strengthening interpersonal skills and peer relationships. Being involved in sports can help build a young person's self-confidence and social interactions.

SETTING UP



SETTING UP A MENTORING PROCESS: KEY ELEMENTS FOR STRUCTURING A MENTORING INITIATIVE IN THE FIELD OF SPORT

This section aims to provide sporting organizations with a general but yet comprehensive overview of the key elements needed for successfully structuring a mentoring initiative in the field of sport.

As a sports organization, you are interested in setting up a mentoring initiative, but where should you start? What are the key steps and elements?

Let's check them out!!

CLEARLY IDENTIFY THE PURPOSE OF THE MENTORING INITIATIVE AND THE MENTORING PROGRAMME OUTLINE.

As a representative of a sport organization the purpose and goals of the mentoring initiative you are planning to set up must be clear.

The context of physical activity and sport can contribute to the social inclusion of our young people, providing the creation of social and affective bonds and promoting the development of values inherent to them. Having this concept in mind, the importance of integrating young people in sport from an early age can be seen, and the mentor/teacher can play a key role as a facilitator in this process.

Therefore, the presence of sport in the lives of young people can be relevant for their physical condition, but also for the dimension of personal and social development that sport brings in its basic principles. As an example, teamwork, interpersonal relationships and cooperation are mentioned as dimensions present in all sports – collective and individual.

Likewise, practicing sports can also be associated with the reduction of problems, such as violence and drug use, with a positive climate for the development of young people at a personal level in the present and in the future so that they can be successful adults with an active role in society.

The mentoring program will focus on building relationships between mentor and mentee, serving the mentor as a role model for the young person. The main objective is the development of social and life skills.

In our mentoring program, we will seek to establish mentoring through the sports activities chosen by the young people. In other words, through the practice of physical activity, we will guide, support and encourage young people in order to develop their character competence in the sport in question, in order to simultaneously transfer them to their personal and professional life.

Some practical ideas to do this:

- Discuss with colleagues and peers your ideas and gather their inputs on this.
- When thinking about potential mentoring options, make sure they fit the reality, expertise, and general framework of the sport organization.
- Decide on a duration of the programme (this should be at least 12 months).
- Identify partners who would be potentially involved with the mentoring initiative.
- Use methodologies such as the "Theory of Change" to define the long-term objectives and impacts that will help shape the mentoring programme and the evaluation process.

Two of the partners in the SPORTME Mentoring Project shared their experiences about their mentoring projects.

The partners at Boomsatsuma provided their experience running a mentoring programme. Boomsatsuma helps young people to develop professional experience and industry connections, through their programme for young people's development of soft skills required to work with professional mentors in Sports Media.

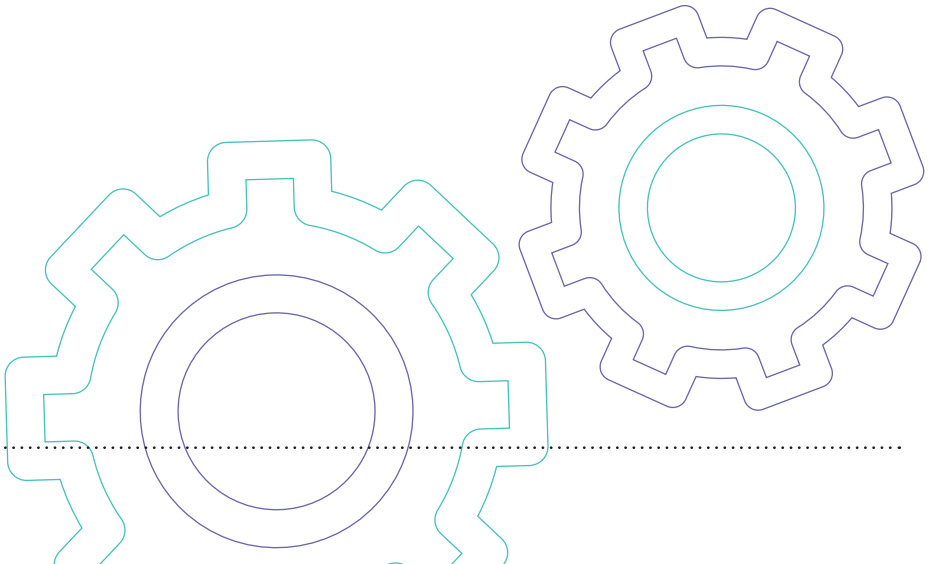
Their mentors help the mentees by managing their work experience and projects which will help them on their educational/ career path. The young people are supported to do placements at regional, professional or grassroots sports clubs in their marketing and communications teams, working closely with a professional mentor at the organization.

The youngsters help with creating sports content for social media, designing print materials for fixtures and seasons, filming, and photography at sporting events. The programme helps to develop their soft skills, networking, and develops practical skills whilst producing work for their educational portfolios.

Meanwhile, the partner, Bristol City Robins Foundation, runs a mentoring project called IMentor.

Their project splits into 3 sections:

- Identifying young people in foster care and invite them to a weekly football session at a local sports center.
- Partnering 10 mentors with 10 mentees. Meeting weekly with the individuals and doing a number of fun activities, pool, bowling, football, food etc, get to know them and understand their life.
- Develop a Youth council with the young people and plan how to run a project at the end of the year, the project is developed and delivered by the young people themselves. The Youth council meets up every month.



The different kinds of mentoring process organizations can use include:

- Traditional one-on-one Mentoring - A mentee and mentor are matched, either through a program or on their own.
- Distance Mentoring - A mentoring relationship in which the two parties (or group) are in different locations.
- Group Mentoring - A single mentor is matched with a group of mentees.

SET UP A MENTORING TEAM

The mentorship team will be the group of people in charge of successfully leading the mentoring initiative along the whole process, from its inception, implementation, monitoring and evaluation.

Guiding questions:

- Who will lead and be in charge of the mentoring initiative?
- What should be their main tasks?
- What kind of profiles will be needed?

Profile of the mentoring team

- What kind of profiles and expertise do you think should be involved? E.g. Youth workers, Educators, Psychologists, Fundraisers (...)
- What kind of person do we want to be involved as a mentor? E.g. Youth workers, Educators, Psychologists (...)

At Boomsatsuma, for example, mentoring programmes typically make use of a pastoral mentor or point of contact for the mentees and mentors within the programme. This person would have oversight of the mentees and mentors, acting as a support to both.

The professional mentors on the Boomsatsuma programme would typically have expertise in Sports Media and Communications - working within a regional, professional or grassroots sports clubs or organization.

The pastoral mentor/teacher would assess the professional mentor's suitability through phone interviews, one-on-one conversations and assessment of the mentee's needs. Their experience shows that mentors should have a certain empathy level and ability to motivate youngsters.

Their programme also has the need for a safeguarding team member and a member of the administrative team to run a criminal record check. The safeguarding team member would run training to support the mentors to understand the needs of vulnerable young people, how to keep themselves safe and how to report any concerns or disclosures.

Whereas at the Robins Foundation, none of the mentors on the IMentor programme had any experience in one-on-one youth work or mentoring. They were given a number of training toolkits which were developed inside the organization, which contained the basics of what a mentor should say, do and act. All of our mentors were apprehensive at the thought of this project starting due to their inexperience.

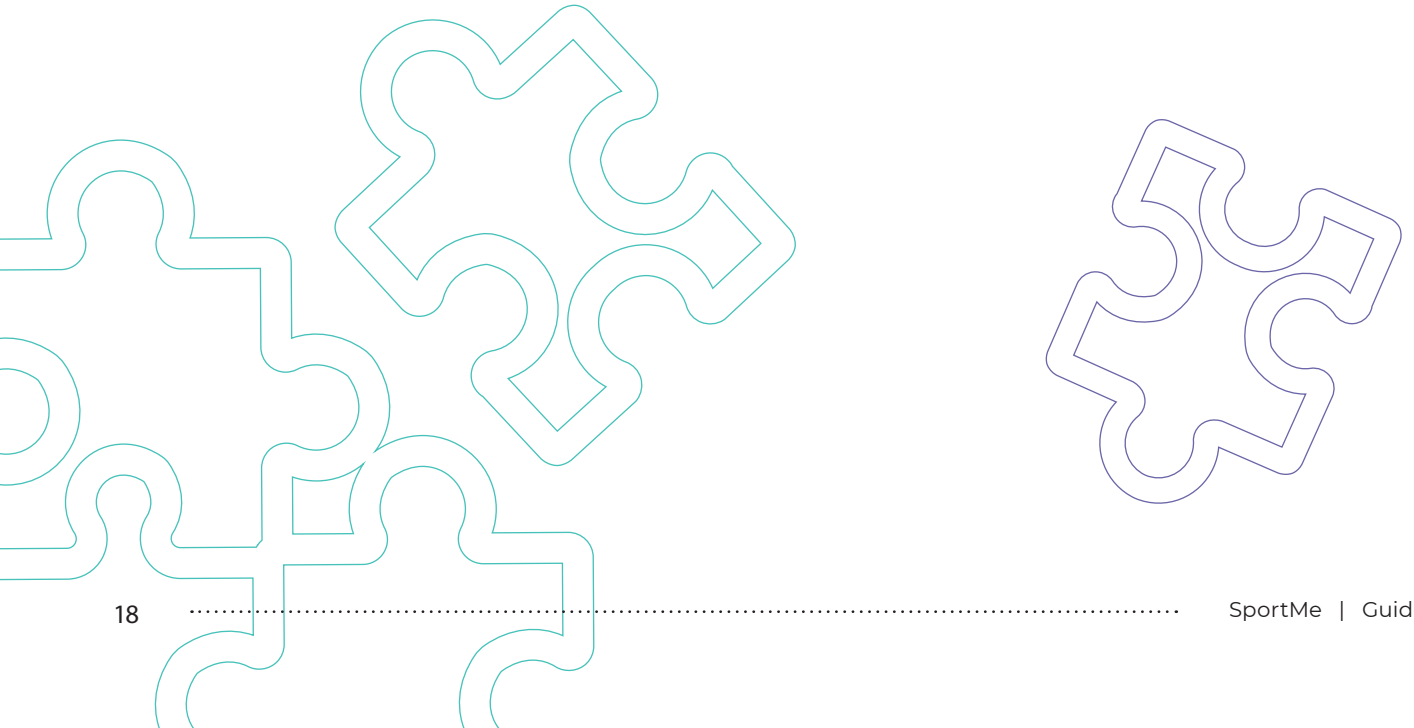
The project had 12 Mentors to deliver the one-on-one part of the project. The football session had a weekly large mentor presence, which allowed the mentors to have more than one interaction per week with their mentees. All the mentors were present for the first couple of weeks, this enabled them to have an organic 'pairing system' in place. Within the first 4 weeks the mentors had identified the mentees with whom they connected the most. They were then paired together and began their weekly activities. Before the activities could begin we had a consultation with the mentees carers and education providers.

A recent staff survey carried out at Robins Foundation has shown that 'Job satisfaction' is at an all time high within their organization. All the mentors now say it was the highlight of their job and they have obtained more significance and understanding of why they work in this industry and the need to support young people closer. In fact, the mentors continue to meet up with their mentees even though the funding has ended.

According to Robins Foundation, this mentoring project has become their most valued project and they will continue funding and developing this project in the near future. The relationships that have organically grown have shown such value across the board, every carer has praised the project and the impact the mentors have had on the mentees.

The Second Chance School of Matosinhos team is built up by professionals from various public institutions.

There are teachers from the Ministry of Education, from different areas of the curriculum, vocational trainers, chosen by public examination but adapted to the school's needs, social educators, youth mediators and other technicians, selected with the appropriate profile to work at this School.
All professionals placed at E2OM are able to accompany young people in this process of ascension and personal, social development and school certification.



SET UP STRATEGIES AND PROCESSES TO RECRUIT MENTORS

The recruitment of mentors should be based on the programme goals and expected impacts as well as profile and interests of the mentor and young people.

General criteria to become mentors

Below we propose a set of general requirements that mentors should fulfill to ensure they have the appropriate profile to be involved in a mentoring process:

- Compliance with the principles of the adopted policy for the protection of minors and vulnerable people.
- Give importance and priority to the mentoring process.
- Create a pleasant atmosphere and take responsibility for the actions to be developed during the mentoring process.
- Have experience of providing opportunities and insight in a sporting context (A sports context will be a vehicle to break down barriers and build relationships).

The general role of mentors: what mentors are and are not

- The mentor is a person who provides emotional reliability, honesty, trust, and a nonprofessional relationship to the youngster.
- The mentor also represents an example for the personal development of the mentee.
  - **a**. Mentors share experiences and lessons learned throughout their life that can be of interest or useful for the mentee.
  - **b**. Mentors contribute to enriching the vision of the mentee by providing as many perspectives as possible.
  - **c**. Mentors share their opinions, even if they are different from those of the mentee.
  - **d**. Mentors give honest and clear feedback
- The mentor transmits the values of the organization to which he/she belongs and that are key to the development of the mentee.
- Mentors provide access to the network of contacts that could be useful for the mentee's development. Mentors offer a linkage to the community offering different and new social and cultural perspectives.
- The mentor stays in close communication and interacts with all the relevant social actors in the community and in the life of the mentee (e.g sport/social organization, the school, always with the supervision of a professional from the mentoring team.
- The mentor can/should provide a fresh look on the young person. He/she is an external element with no prejudices or expectations on the young person's context.
- The mentor is reliable, flexible and creative in implementation of activities.

Important note: The mentor is not a professional nor an authority figure for the young person.

The mentor neither substitutes other figures such as caregivers, parents, professors or social workers. This doesn't mean that the mentor is a technical figure but she/he needs to establish a high degree of self-restraint when it comes to managing his/her authority towards the youngster. The mentor should not take decisions without the consent of the legal custody of the youngster. The mentor should not propose activities that are not adequate considering the age or abilities of the youngster.

Specific role of mentors in the field of sports

The role of the mentor in sport is to support the mentee in any way that is helpful. Often it is enough to spend time with the mentee, be a role model and a constant presence in the mentee's life. As the relationship develops, it can be beneficial to provide opportunities to support the mentee to develop through sport. This should not be forced or directed by the mentor, but should originate from the mentee.

Who can be a mentor in the field of sports?

Many actors in the field of sport can be mentors if they fulfill the criteria mentioned above. Some examples of profiles are as follows:

Sportspeople and athletes - People who have played or been involved in sport and who have been part of/witnessed the impact of mentoring a young person. If they have not had these experiences, they can still use their sporting experiences to be a role model for someone else.

Coaches - Coaches are also often good with people. They use their skills developed through sports coaching to transfer to mentoring. Using these experiences while imparting them with their own personal experiences will support the learner.

Technical staff in sport organizations - Anyone from any organization or industry can become a mentor. They just need to be willing to take the time to support a mentee and not be judgmental or have preconceived ideas of how the relationship will turn out.

How to find mentors?

To carry out the process of finding mentors, it is important to consider the following aspects:

1. It is important to bear in mind that when looking for mentors, the first thing to consider is the location of the organization where the mentoring will take place, as the mentoring processes will most likely take place around that location. Where is the organization located? In a rural area? In a city? The location will dictate the processes for organizing the search for mentors.

2. Identify the profile of the young people who could potentially be involved in the mentoring process and assess how their profile might influence the profile of the mentors we want to seek.

We could define the profile of the mentor as a person of legal age (18+) who is a person with roots in the territory and who has a vocation for volunteering with social and empathetic skills. The mentors guide, orientate and support the mentored people to achieve their objectives, giving support and accompanying them throughout the process.

When looking for mentors, we will address all those people, who in one way or another, are linked to sport, whether they are university students or from other backgrounds, who have a special interest in working with children or adolescents and who have relational, empathetic and assertive skills. Mentors must be motivated to accompany the youngsters throughout their process of improvement and inclusion during the established time. It will be essential to have at least two to four hours available per week to carry out this process and to commit themselves to the previous online mentoring training.

The selection process consists of different parts, in the first one the interested people register to the sports mentoring project and at that moment they enter in a selection process among all the participants. Next, they will have to undergo the training designed in sports mentoring. Finally, the selected persons will be assigned a young person. From this moment on, mentor and mentee will work together to create a bond.

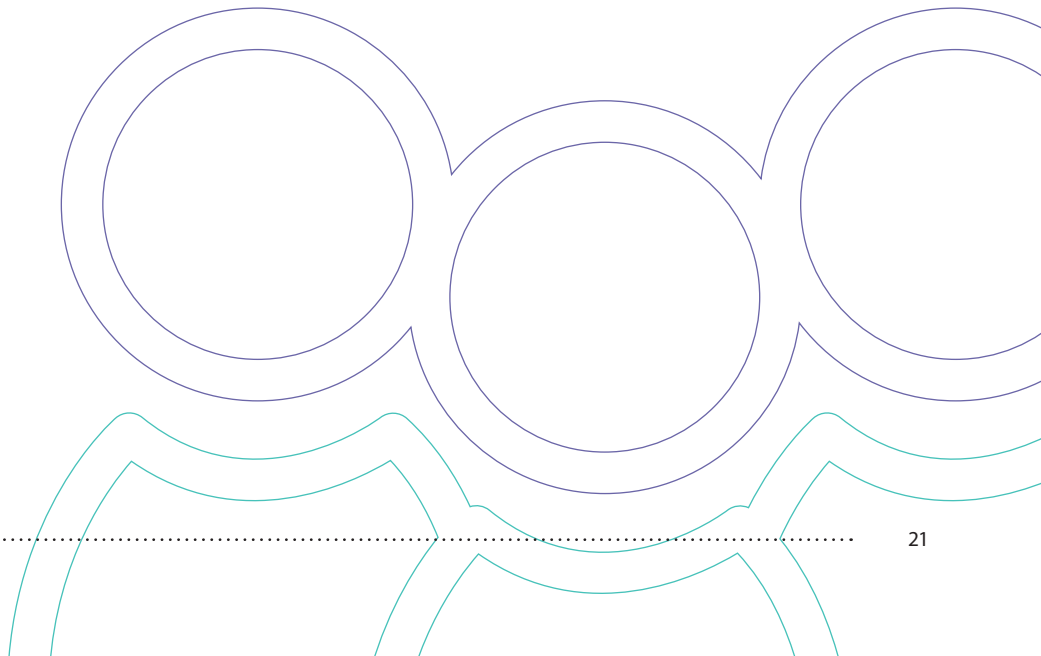
Specific role of mentors in the field of sports

A good way to establish that the mentor meets the expectations of the programme and to begin to establish a link with the organization is to conduct a personal interview.

The interview is aimed at:

- Ensuring there is a clear role profile, so the mentor knows what is expected before getting involved.
- Asking for references and a work/ experiences history to establish the suitability of the mentor.
- Asking them to take a personality test to support the matching process later down the line.
- Ensuring they have a background check (such as Disclosure and Barring Service check in the UK) before starting work with young/ vulnerable people.

From here, they will be paired with suitable mentees based on their application, background, experiences and personality tests.



TRAINING OF MENTORS

Once mentors have been identified, training is the next key step to keep the mentors engaged and support them to feel confident in the role. The training also provides a valuable opportunity to the mentorship team to gather information on the mentor skills.

It is important to dedicate time and resources to the training of volunteers and to do it efficiently, so that they are prepared for the role to be developed and thus be able to offer quality support to the mentored people. The aim of the training is to accompany the mentors so that their activities are geared towards achieving the project's objectives.

It should be born in mind that volunteer candidates will come from a wide diversity of backgrounds and with different levels of experience. They will also have a variety of reasons for wanting to become mentors and a wide range of experiences to match their expectations. Some people may not have been involved in training for a long time, while others will be much more familiar and comfortable in this area. It is therefore important to try to develop a training process that contains a good balance of different working styles and methods, including:

- Exchange of experiences.
- Small group discussions - such as 'Group Supervision'.
- Skills practice.
- Role-plays.
- Spaces for individual reflection.
- Participatory dynamics and considering the experience of volunteers as one of the most important resources.

A fundamental aspect of the mentor training is taking into account doing a comprehensive safeguarding training in groups to reflect collectively and help extrapolate any issues and concerns that can be raised together. As much of this information will be of a sensitive nature, participants should be given the opportunity to have a safe space to take a break, given further reading to support their learning, and discuss their experiences and concerns with a point of contact after the event.

After the initial training session, participants should be offered refresher training throughout the programme. If this isn't possible then the training should be repeated annually as policies, laws, definitions and content can fluctuate year on year. Part of the training should necessitate an introduction to the designated safeguarding leads at the center that the volunteer's sessions are taking place.

Additionally, mentors should be encouraged to reflect, interact and report by doing the following:

- Keeping a diary of their interactions.
- Joining networks or digital groups such as whatsApp with other mentors.
- Keep in regular contact with a designated point of contact.

STRATEGIES AND PROCESSES TO FIND AND ENROLL YOUNG MENTEES

Criteria for mentees

Each young person is a world in its own right, including the circumstances that define their path and contextualize their way of being and acting. The specificities of each young person must always be taken into account when setting up a mentoring process involving them.

Theoretically, any young person has the potential to be a mentee in a mentoring process. However, previous experience has shown that a certain level of maturity, motivation and proactiveness is needed from the youngsters' side in order for the mentoring process to be successful.

Ideally, young mentees should:

- Demonstrate responsibility and commitment regarding their own personal and professional path as well as clarity regarding their objectives.
- Understand the main rules, framework and objectives of the mentoring process;
- Show respect to the mentors and other persons of reference and be willing to use their support in the pursuit of their objectives
- If the mentee is a minor, legal guardians are required to sign a permission and, if the mentee is an adult, a statement of informed consent regarding the process is advised.

Profile of young mentees

Sometimes, young people themselves declare their preference for individualized work, a need that should be addressed, as much as possible, throughout the mentoring process. Sometimes, however, those who show the least desire and/ or commitment towards a one-on-one mentoring process are the ones who are most in need of such personalized support.

The lack of strong social networks and/or adults who are a positive reference in the construction of their life project should also be a relevant aspect of their profile to consider when defining the suitability of a young person for a mentoring process.

In fact, for those profiles of young people often considered as "difficult" (for example, young people lacking basic needs, with prevalence of behavioural problems, xenophobic or racist attitudes and/ or dependencies) the implementation of a mentoring process can be complex. But they are also the ones who define and most need a mentoring experience, which can have a positive effect on their lives and can offer them new opportunities.

However, it is necessary to be realistic about the effects of mentoring, and not all youth profiles are suitable for this type of intervention, especially if it is carried out by non-professionals. In this sense, it is essential to work closely with the psychosocial support professionals who accompany these cases.

The mentoring team has to take this aspect into account, especially in situations of Adverse Childhood Experiences. In some cases, it may be necessary to make some adaptations in the mentoring process to suit the needs and expectations of each particular mentee profile.

The mentoring programme can be formed from meetings with the local foster carers' association, which may express the need for role models for fostered young people.

Potential mentees, usually young people from disadvantaged backgrounds, are approached to join the programme if they show promise in certain areas of sports media and would perhaps benefit from additional experience or challenge. If, on the other hand, they show signs of disinterest or absenteeism, the mentoring programme serves to help them get back on track and offer them new experiences.

It is important to know the personal and family background of the young people in order to try to make the best possible connection and commitment to the mentoring process. As well as their interests, motivations and behaviors in different situations. In addition to coordinating with resources in the area to learn more about their history.

Young people have to believe in the project, but above all they have to create a close and trusting bond with the mentor. This will be of vital importance for the mentoring process to be effective and successful. The mentor will have to be given resources and support to be able to work taking into account the peculiarities of the mentee.

Profile of young mentees

Getting to know the young mentees is important to understand their vital context and motivations. This information will be very useful for the mentoring team to assess if the young person meets the criteria and profile to become a mentee and would provide valuable insights for a successful matching with the mentor.

Several actions can be undertaken to get to know the young mentee:

- Gathering basic information: As a starting point, the mentoring team can work together with the young person by filling out an identification form that includes basic information about his/her context.
- First interview: Motivated or not by previous observation processes, a first interview with at least one psychosocial support professional would serve to collect additional and more detailed information about the young person's life story and interests / needs / motivations.
- Such a meeting would also serve to clarify the young person about the mentoring process and assess whether or not it would be the most appropriate action for them.
- In some cases, the first meeting can also be attended by a parent or a guardian, even though one-on-one communication is preferable.

One activity to develop could be to bring together different mentees and mentors for networking and bonding.

Finally, it would be a good idea to sign a letter of commitment from the person being mentored, drawn up beforehand.

Young people with special needs

Special needs include medical, mental, emotional, addiction, family violence and abuse, behavioural, learning and developmental problems that may require the mobilization of appropriate additional responses and, in some cases, specialized follow-up.

These cases require closer collaboration with referral professionals, Special Educational Needs coordinators and/or Social Workers, and the carrying out of a risk assessment based on the Educational and Health Care Plan of the young people concerned.

It may also be necessary to work closely with carers/parents on the needs of the programme and the measures put in place.

As with all young people, the plan should be discussed thoroughly with the young person, tailoring communication to their needs, and the young person should agree to it with full knowledge of what their goals and conditions are.

In general, inclusion is a keyword, being that adapting the activities to the needs of each individual but ensuring that everyone is part of the overall process, always respecting the times of acquisition of skills of each one, is essential.

In the case of special physical needs, it may also be necessary to adapt the process itself, according to the challenges faced by the young person and the necessary conditions related to them.

THE MATCHING PROCESS

Sources of information to do the matching process

This phase requires time and prior information on the profiles of potential mentors and mentees with regards to their preferences, interests and needs. This information can be collected in different ways:

- During the recruitment phase of mentors and mentees.
- During the training phase of mentors.
- Specific tests: The Representational Systems Test - Mentors and mentees can both take the test which assesses the participants' way of thinking and interpreting the world. It then matches up mentees and mentors who score similarly. This would usually be combined with other methods to offer a blended approach to matching.
- Group meetings with mentors and mentees candidates to observe interactions.
- The mentoring team can provide information to mentors about the mentees as well. However it is very important to select the information that will be passed on to them and avoid sharing confidential information about the young person.

Profile of young mentees

The benchmarking criteria used to do the matching should be established in advance and should be in line with the objective of the project.

Some key criteria for achieving a successful matching are the following:

1. Essential criteria:

- **Availability and location**. These are essential to facilitate the match. In the case of community-based mentoring projects they are even more essential.

2. Important criteria:

- **Common interests and linking competences of mentors with the needs of mentees.** On the one hand, common interests make it easier to break the ice and promote bonding between the mentor and mentee during the first meetings and onwards. On the other hand, it should be borne in mind that the mentor's skills should respond to or accompany the needs of the person being mentored.

3. Specific Criteria to take into account when matching mentees with mentors in the specific field of sport

- Please complete
- Personality tests
- Likes and interests
- Demographic
- Location
- Background

Implementing the matching process

The level of success of the matching process will reduce premature closures and reassignment of participants, therefore it has to be precise and take into account each and every criterion.

The mentoring team will be in charge of supervising and analyzing the characteristics of both the mentor and the mentee in order to carry out a risk assessment based on an individualized educational care plan adapted to the mentee, in agreement with both parties.

For the matching, reference should be made to attachment theory. Depending on the individual's background, the process of "matching" may take more or less time and use different techniques to grow.

Formalizing the matching process

Provide information on the type of documents/processes you use to implement and formalize the matching process.

Last but not least: It will be the mentee who will have the last word on the matching!

It is key to keep in mind that it will be the mentee who will ultimately decide whether or not the proposed volunteer can be a mentor for him/her.

THE FIRST MEETING BETWEEN THE MENTOR AND MENTEE

The first meeting is the ritual that initiates the mentoring relationship between the mentor and the mentee. This first meeting with the mentor should take place in a place where the young person feels at ease, as an informal conversation, not too long, without forcing the conversation, in order to ascertain the needs and preferences of the young person, which will be the base for the development of their individual process.

Format of first meeting

There are several methodologies for introducing the mentor and the mentee during the first meeting. Mainly, we highlight two:

- A three-way meeting: mentees, mentor and technical person.
- A group meeting in which mentees and mentors meet for the first time. A place where the young person will feel comfortable and something whereby there is not a focus on the conversation. For example, bowling. Here a conversation can take place while also having breaks in it. This is also a fun activity for the mentor to be doing. The conversation should not be forced and at points, it may be hard to find things to talk about. It should flow and be non judgemental.

A SWOT analysis can be carried out in parallel by the mentoring team, or later, with the aim of defining which strategies are necessary to overcome the difficulties, and to set objectives together.

Objectives of the first meeting

- Remember and share the commitments acquired by both the mentor and mentee.
- Explain again what the mentoring relationship is and what it is not: limits and possibilities.
- Make sure that any personal and confidential information provided to the mentee and mentor serves the purpose of facilitating mutual understanding and motivation for the relationship. If it is not necessary, it should not be disclosed.
- In the case of community-based projects, the mentor and mentee should agree on the time and place of the next meeting and the means of communication to be used.

  In case the mentee is a minor, it is necessary that the guardian has the telephone number of the mentoring volunteer and/or the entity carrying out the mentoring project.

Formalizing the involvement of mentors and mentees in the mentoring process

There are several methodologies for introducing the mentor and the mentee during the first meeting

Letters of commitment: The use of letters of commitment is common in mentoring projects. It is a way to recognise the rights and duties of the volunteer, to put in writing the limits and possibilities of a relationship and the commitments made by both actors.

Mentoring contract: The first contact should also be used to establish a "contract": to define rules / expectations (scheduling, duration of meetings, periodicity, consequences of non-fulfillment of the defined commitments...).

The relationship between the mentor and the mentorship team

Mentoring team should be at all time at disposal to the mentor for all needed support and guidance.

This means that the mentoring team will support the mentor to make first contact with relevant figures (if needed) of the young person (e.g caregivers, teachers and eventually with the family) so the mentor can continue further communication in order to develop the planned mentoring activities.

At the beginning, the mentor should regularly discuss and consult the mentoring team about planned mentoring activities. This is a very sensitive period during which it is important that mentor and mentee start building their relationship and might feel unsure and/or insecure. In this regard the mentoring team should provide guidance to the mentor in understanding the needs of the mentee and adjusting activities to his/her abilities.

Mentoring team is also here for the mentor in the case of unpredictable, challenging situations, e.g. a conflict with the mentee reluctance of the mentee to work with the mentor, unrealistic expectations of the mentee or problems in communication with others (teachers, caregivers and other parties involved etc).

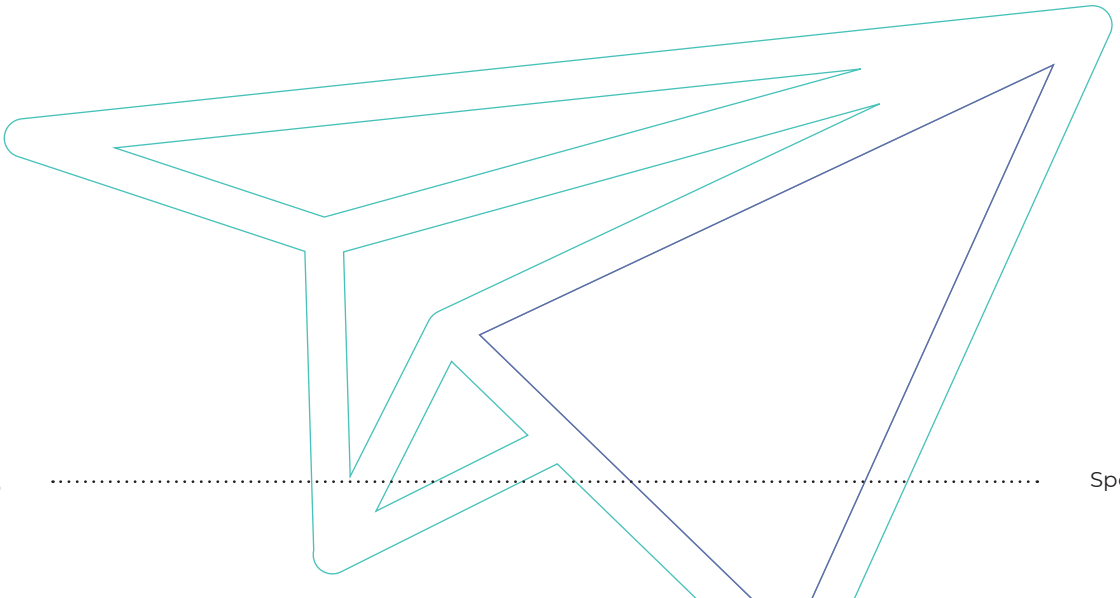
Planning of excursions or going out of the house with mentee should be always done with consent and advance approval of caregivers.

THE MENTORING SESSIONS: PROPOSAL OF ACTIVITIES

In this section we suggest a list of activities that mentors can undertake with mentees as part of the mentoring sessions in the field of sports. However, it is important to note that the activity itself is only a method to break down barriers and engage with the mentee. For this reason it makes sense to identify any interests that the mentee already has and to plan activities related to these interests, particularly in the early stages of a programme.

Activities can also provide an opportunity to challenge and develop the mentee in certain areas, whether that be in terms of a specific skill or more general personal attributes. It is essential to risk assess activities with mentors whether sport related or otherwise.

Below are some examples of activities that can link to the world of sports along with some associated skills that they can help to develop:



Activity	*Associated Skills*
Playing a sport (Football/ Rugby,, etc): ■ After identifying the young person's favorite sport, we can suggest carrying out a web search on the sport, the spaces and clubs available for its practice, etc. ■ Subsequently, we can play the election modality. ■ During practice we must create successful situations and conditions for the young person to provide them with greater motivation.	Healthy activity Teamwork Web research Communication Get to know each other Strengthening Explore the mentee's interests Know what excites you and makes you happy
Sports Photography/Videography: ■ Both can watch videos, documentaries of their favorite sport or an athlete of choice for the mentee. ■ Propose photographic work to young people about their favorite sport. The mentor can take the young person to the places where the sports activities take place to develop these photographic records.	Design Attention to detail Organisation Sharing experiences Joint activities
Writing sports articles: ■ Take the mentee to the cinema, stadiums, spaces where sports activities take place. ■ Take the mentee to watch an official match or competition, to do an analysis about what he watched.	Literacy Impartiality Support and encouragement Confidence Respect for opinion
Sports Interviewing: ■ Create a group of questions related to the sport, or person, that he (or we) want to interview - it can be more personal or more professional...	Communication Research Confidence
Cooking/Catering: ■ Make the mentee aware of the alternatives and instill a healthy diet. ■ Share both cooking sessions, for example, having a day of meals for the mentee and mentor. ■ Analyze an athlete's eating plan.	Good eating habits Nutrition Hygiene Healthy alternatives
Sports Analysis: ■ Ask the mentee to report the positives and negatives of a match in general or about a specific athlete; ■ Ask for some statistic about the match.	Critical thinking Numeracy
Esports/ gaming: ■ Watch games/competitions ■ Create the opportunity to do some 1 on 1 game (mentor vs mentee).	Digital literacy Financial
DJ/ Music Creation: ■ Share music tastes during the practice of an activity or sport. ■ Help translate and decipher the messages of the mentee's favorite songs.	Self expression Creativity Equality and inclusion
Work opportunities: ■ Possible professional internships in the areas of interest of the mentee as an example. ■ Accompany the young person in this stage of transition to active life.	Employability skills Maintenance of the established relationship.

MONITORING AND REPORTING OF MENTORING PROCESSES

There is one important task that needs to be taken care of by the mentoring team. That is the monitoring of the mentoring couples.

In this phase, the mentoring team should offer support and guidance to the mentoring couples so that they can build a relationship of trust and implement the learning objectives together.

Monitoring can be developed at different levels:

- **Monitoring the mentoring activities** implemented throughout the several mentoring sessions.
- **Monitoring the relationships** that are built between the mentor and mentee.
- **Monitoring the progress** done by the mentee with regards to the objectives previously set and agreed to be achieved as part of the mentoring process.

The data to monitor the mentoring process can be obtained in various ways:

By the Mentor

- **Diary of activities:** Mentors should record a diary of the mentoring activities taking place in order to report on how the mentoring is being implemented and the impact it is having.
  - · This should include dates, times and activities that have taken place.
  - · This could be done in written or video form.
  - · The diary should also include some brief reflections from the mentors to be written down as soon as possible after each of the mentoring sessions
  - · The diary can include photos of the mentee (photo consent required) and must not be shared outside of the sessions or organization without written consent.
  - · These diaries should be stored in a central place where the monitoring team is able to monitor and review these diaries when needed.
  - · A central register can be put in place to complement the diary and to ensure there is a record of when mentoring sessions took place.
- Regular one on one communication between the mentoring team and the mentor and mentee to ensure that the mentoring process is progressing adequately by both the mentor and the mentee and address difficulties that might arise. This can be done face to face, through telephone, online meetings...
- Regular catch-up sessions for mentors to share their experiences and best practice in a collective way. This could be done every few months.
- Where appropriate, mentors may be asked to be involved in school or meetings with other support actors to support with evidence and provide an insight into the mentee's development.

By the mentee

- Every quarter (3 months) an evaluation sheet is given to the mentee to fill out. This feedback sheet will form an overview of where the mentee currently is. This can be tailored to fit the needs and outcomes of the mentoring programme. The evaluation sheet can address aspects such as confidence, timekeeping, punctuality, school engagement, home life and more.

How will the records be used?

The records will be used to form an impact report over a period of time using information and data from registers, diaries and feedback forms.

One example of how the development could be shown is by implementing the Theory of Change for the mentoring programme. This will link to the outcomes of the programme that is set up and measure them against the criteria previously set.

Eventually, there will be enough data, information and examples that will form case studies of the impact that the mentoring processes have had on the mentees. This will in turn help report back to the organizations, families, and other partners on the programme.

THE FIRST MEETING BETWEEN THE MENTOR AND MENTEE

Sometimes, depending on the context and background of the young person or programme, problematic situations during the mentoring activities might occur. Paramount to this, is that both the mentees and mentors feel safe and supported.

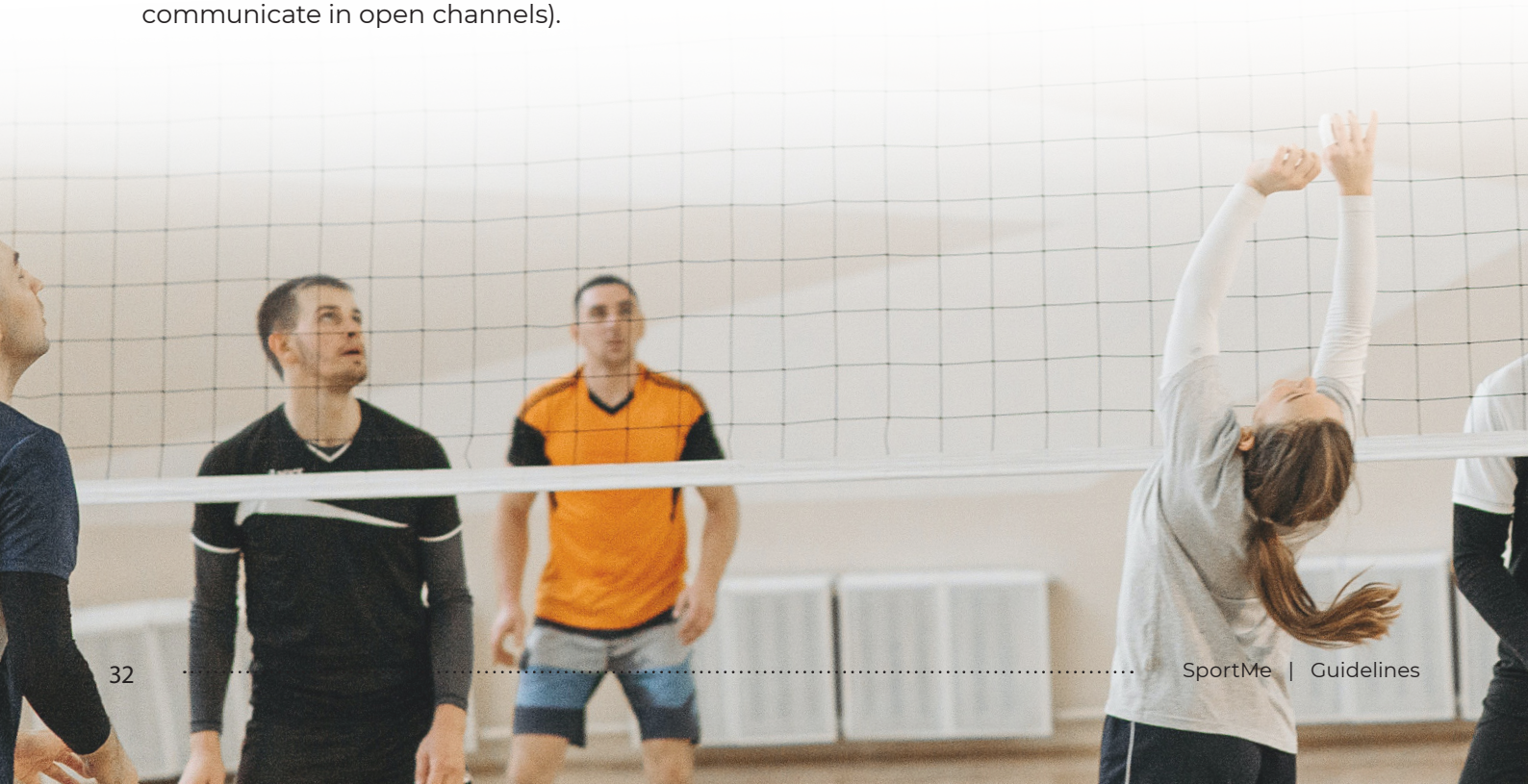
Strategies to deal with conflicts during the mentoring sessions

- Support of a third person during the mentoring meetings (for limited time): It might be necessary to involve a third person (with a previous existing relationship with the young person) in the mentoring activities undertaken by the mentor and mentee over a period of time to facilitate the meetings.
- This may help the young person to get used to a new relationship with the mentor and the third party can support them and reflect with the young person and mentor afterwards.
- Enhance coordination between the mentor and other actors supporting the young person. It may also be useful to introduce the mentors to the group of people that work with the young person (e.g social worker, foster carer, school teachers...) Allowing the mentor to report progress and challenges to them can help the mentor gain support with particularly challenging issues. This collaboration can also allow the mentor access to appropriate information about the young person that can empower them to direct the sessions in a particular way or to adapt their objectives accordingly.
- Individual and more intense supervision for the mentor by the mentoring team. If the mentoring process continues to present challenges, the mentor could be offered individual supervision by the mentoring team on a more regular basis to review challenges they're facing and work through issues.

The mentor can also assist in other challenging areas of the life of the mentee. If the mentor has developed a positive relationship with a mentee who is displaying challenging behavior or presenting problematic issues elsewhere, the programme could draw up a script or agreement, built by a pedagogical team. The mentor would then be in charge of helping their mentees to fill in with their own interests and objectives and follow up throughout the year. This would make use of the positive relationship forged and empower the mentor to assist in other areas of the young person's development. Mentors could also be in charge of guaranteeing that mentees take part in the training activities and checking why not when they don't.

SAFE GUIDANCE, RISK ASSESSMENTS AND PROTOCOLS

- **Appoint a designated safeguarding officer** who is responsible for dealing with the safeguarding concerns for the mentoring programme. If there is already one within the organization, ensure they are involved. This person will support any safeguarding concerns in relation to the organization's safeguarding policy.
- **A specific safeguarding policy** and lone working policy must be produced, with all mentors and staff involved having access.
- **Safeguarding training** must be carried out by all mentors before starting, and this must be refreshed every year. Details of completion must be kept by the programme lead.
- **Risk assess the Project.** Ensure a risk assessment is carried out for the programme. This should include lone working, working with people with SEN (Necessitats Educatives Especials) and challenging behavior.
- **Have a reporting/Communications channel** which is overseen by the Project lead/DSO/senior manager where mentors will communicate when they pick up their mentee, where they are going, times and report when they are dropped off. This should act as a support mechanism to ensure both mentor and mentee are safe.
- **Written consent.** Ensure parents/carers are informed and written consent is given for anyone under the age of 18 or any vulnerable adults.
- **Ensure the relevant services are known** (local services as well and national services) to ensure any referrals that need to be made can be done so efficiently.
- **Produce a resource sheet** to ensure mentors have information on services they can give out to mentees if needed.
- **Set specific communication channels**. Only communicate with the mentee and their family/ guardians through work or formal channels agreed by the programme lead and mentees parents/guardians, and never communicate directly with the mentee (CC people into emails or communicate in open channels).



PEER TO PEER SUPPORT STRATEGIES: GROUP SUPERVISION SESSIONS

It is recommended to carry out group supervision sessions to expose challenging situations and share experiences during the mentoring process in order to improve and provide ideas that help both mentors and mentees to drive the process towards improvement.

Group supervision sessions will be led by the mentoring team in charge of monitoring the mentoring pairs with the aim of providing information and generating debate among the participants in order to be able to share experiences and make improvements.

It will be necessary to have a record sheet of each session in order to be able to analyze what happened? What has been discussed? Experiences to be highlighted and contributions from the participants.

Below we provide a list of topics that should include a registration table.

- Group session of the mentoring process.
- Participants of the group session.
- Date of the session.
- Topics discussed.
- Contribution of the participants to the improvement of the mentoring process.
- Experiences that have been shared.
- Doubts and questions of the participants.
- Evaluation of the session by the coordinator.

ENDING MENTORING PROCESSES

Is there an end to a mentoring process?

Is it time for the mentee to say goodbye to his/her mentor?

The context of physical activity and sport can contribute to the social inclusion of our young It can be difficult to say goodbye to a mentor and finish a positive mentoring relationship, but it can be detrimental to push the relationship beyond its natural stopping point. What can be done when faced with this situation?

Ending a mentoring process is a very important step to consider, especially after having invested time and effort into finding a mentor, setting goals, meeting together on a regular basis , and working on personal and professional development of the mentee. When it comes to ending the relationship, it is important not to lose focus and let all this hard work crumble. That's why it is important to think and agree on when, why, and how to close out a mentoring relationship.

Key elements for closing a mentoring process

1. When to end the mentoring process

Have a pre-set end date: Some mentoring programs have a pre-set end date (for example mentoring programs that run on a 12-month cycle). When the period finishes, it's time to end the mentoring relationship. That fact of having a pre-set end date can make it easier for both the mentor and mentee since they have a defined end-point that they know is coming.

What if the end-date has not been established? In those mentoring processes where an end date is not established, the decision on when to end the mentoring relationship will be up to the mentor and the mentee to discuss among themselves with the support of the mentoring team so that they are in agreement on the end date. Some ideas:

- **Set a tentative date at the start of the mentoring relationship.** The end date can be always extended if both the mentor and the mentee agree that the mentoring relationship is generating quality ideas and the support that is needed . But with an end date established right from the start, both the mentor and the mentee are aware of what to expect and of the time available to commit to the relationship and to accomplish the goals. This may help stay focused on the goals since both the mentor and mentee have a finite amount of time together.
- **Assess the progress made in the mentoring relationship.** The mentoring team should make regular check-ins to help keep the mentoring relationship on track with respect to objectives and, more importantly, to give the mentor and mentee the space to voice their concerns, be heard, share their experiences and assess whether the previously established objectives have been achieved. After the evaluation some time should be devoted to decide on the next steps to be taken and the timeframe for how much longer you both want the relationship to last. In many cases the mentor will be in charge of setting the challenges for the future and will be the one deciding whether to maintain contact and the relationship with the mentee if both parties wish to do so.

Reasons for ending the mentoring relationship

There can be multiple reasons for ending a mentoring relationship. In this regard, even if the mentoring relationship has been a good one it is important to end it before it drains dry to the point of atrophy, or dysfunction. The following examples can provide clues to identify that the moment to assess whether to end the mentoring relationship has arrived.

- The conversations between the mentor and mentees have become a little tedious and predictable.
- Either the mentor, the mentee or both feel the development goals that were set have been achieved or changed.
- The mentor and mentee lately end up talking about things unrelated to mentoring when they meet.
- Mentoring meetings start to happen with less regularity.
- The mentor feels the mentee is not sufficiently committed to the relationship.

Summary of key steps to end the mentoring relationship

- 1. Evaluate: evaluation can be done at different levels: on the progress made, achievement of goals, the level of bonding... this should be done by both the mentor and the mentee with the support of the mentoring team.
- 2. Provide each other with feedback to check and compare the findings of the evaluation. Have an honest and open conversation about it.
- 3. Plan the next steps. Based on the conversations between the mentor and the mentee, with the support of the mentoring team, decide if it's time to end the relationship. Did you meet your goals and feel confident in closing out this relationship? Do you need to adjust the goals given the feedback you received? Can the mentor help the mentee with any new or revised goals? Is the mentor willing to keep mentoring the mentee at this point? Does the mentee wish to continue the mentorship?

What happens after the mentoring relationship has finished?

It is important to keep in mind that just because the mentoring relationship has come to an end doesn't mean that both the mentor and mentes can't or won't have a relationship again in the future.

It can be possible for both the mentor and the mentee to continue a less formal ongoing mentoring relationship beyond the mentoring program if both are open to it and still see value in connecting.

In many mentoring programmes, once the engagement is over, the mentoring team might keep in touch with the mentors in order to address the possibility of future mentoring relationships.

Mentors can bring their experience of past mentorships and provide ideas to develop new projects. The mentoring team can draw up a list of mentors that have shown interest in other opportunities to be able to count on them in the development and programming of future projects from the beginning.

It is also recommended that whenever possible, to keep in touch with the mentee as well. Experienced mentees can help through positive word-of-mouth awareness, active recruitment of new mentees or even by signing up and training to become mentors themselves.

Recognizing the work of mentors

Especially when it comes to encouraging more mentors to join the programme, some sort of formal recognition platform is of great help.

For the mentee, the benefits of a mentoring relationship are direct, especially if the goals are outlined from the beginning. For the mentor, however, the benefits can sometimes feel distant, especially when multiple work responsibilities compete for priority.

While some mentors may be intrinsically motivated in order to increase the attractiveness of the mentoring programme, it is still a good idea to put in place a system of recognition of the work done.

Ideas for ways for recognition: It can be something as simple as a positive comment from the management team for the mentor's role in developing talent or something as elaborate as a "Best Mentor" award. A personalized participation certificate can also be a good option. In either case, formal recognition is a positive reinforcement for current mentors and an encouragement for potential mentors.

EVALUATION PROCESSES OF MENTORING

The evaluation of mentoring can be done at different levels:

1. Impact on mentees

Mentoring can help mentees achieve goals such as greater consistency in school work, increased attendance, increased trust regarding adults on both academic and personal matters, development of basic skills....

In order to do the evaluation process, the mentoring team can use the theory of change to monitor and measure impact.

2. Impact on mentors

Mentoring can also help mentors improve their professional and personal growth, including the acquisition of better communication skills, greater awareness of the circumstances that condition young people, capacity to respond to their difficulties and involvement in their reality.

Throughout the mentoring process, mentors should have the possibility of being advised by other professionals and/or members of the mentoring team in order to share concerns, look for opportunities to grow and develop their skills and abilities. This can provide benefits on their personal and professional development and help them see their goals in life with greater clarity.

To assess such effects, it is important to carry out an initial diagnostic followed by a continuous monitoring (to verify the evolution of the process) and a final assessment (to identify results).

Initial and final questionnaires can be applied, so that the mentors themselves may evaluate their performance (based on the expectations, results, and taking into account the evolution of the applied measures, for example), and they can also use the aforementioned diary of experiences to record the details of the process.

Throughout the experience, the observation and sharing of experiences between peers (other mentors) and other professionals who work directly with the young people concerned, on a periodic basis, will allow a triangulation of perspectives, helping not only to adjust the measures adopted throughout the experience but also to monitor each other's performances.

Also important, for a final assessment of the impact on the mentors and also of their performance, are the mentees' feedback, which may be collected by using a formulary or a written/spoken valuation.

3. Impact on the community, network

The mentoring process helps to transmit knowledge between people and helps to make disadvantaged groups more visible. It is a way of helping people to grow on a personal and professional level and this has an impact on the collective good. It promotes cohesion between people and generates connections between organizations and individuals.

Do you know of ways to measure the impact on the community?

There are many ways that you can measure the impact on the community from the work being carried out with the mentees. These include and are not limited to:

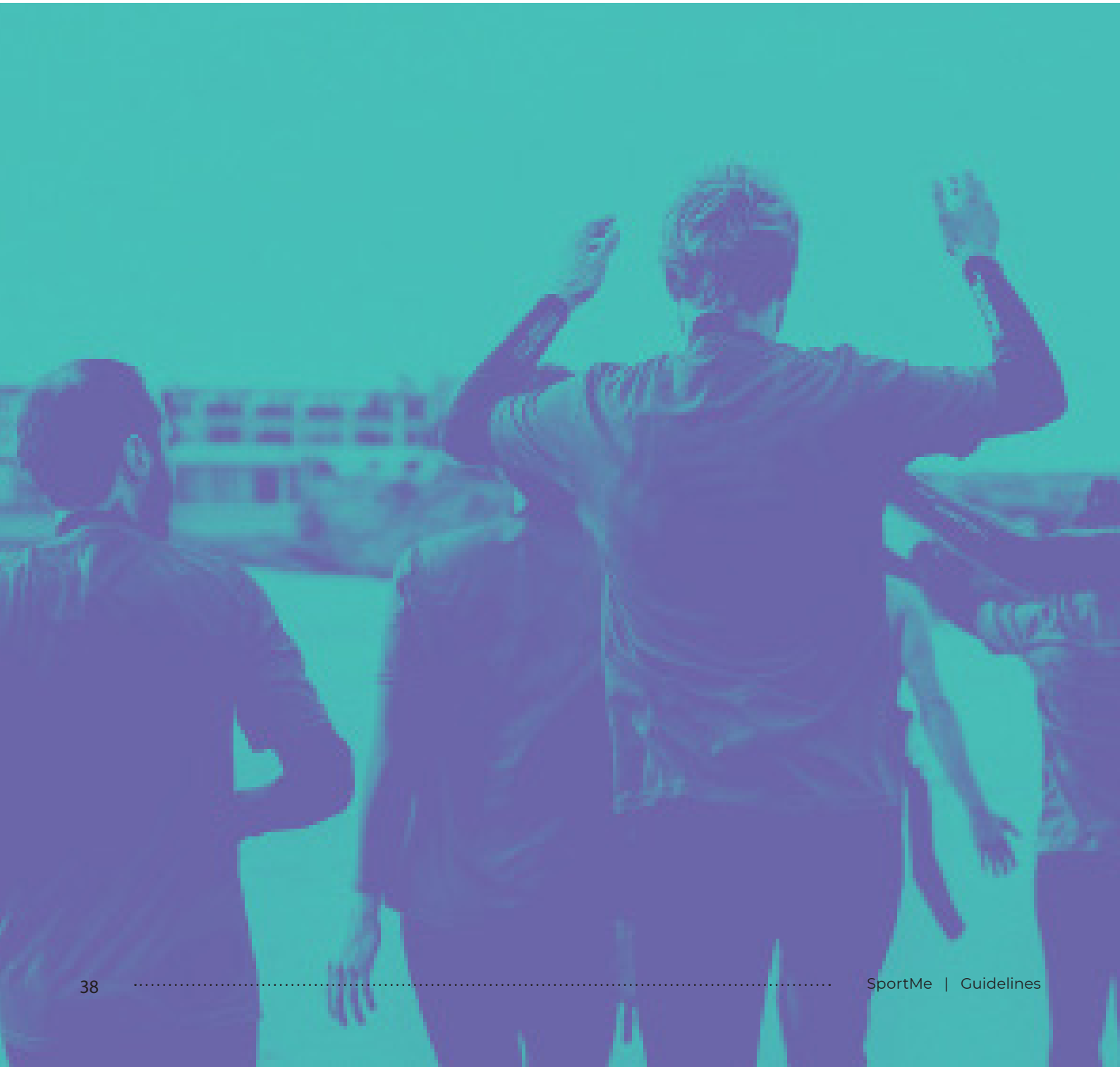
- Employment rates of mentees.
- Continuation of career or education (formal or professional).
- Attendance and engagement in education.
- Reduction in anti-social behavior/ crime rates in the area (longer term).
- Completion of self-evaluation/competence survey from mentees (initial and summative).
- Rate of completion/retention on the meteor programme.
- Parent/carer feedback.
- Focus groups with community members to provide feedback.
- Social action and volunteering in the community.

4. Impact on the organization

The mentoring process enables mentors to become a model to someone and to feel more fulfilled on a personal and professional level. Most importantly, it helps mentors to transfer knowledge and learn with more optimism and dedication. The mentors are in a position of “power”, therefore it is important to ensure information is shared and opportunities provided, without there being an agenda set by the mentor. They should stay impartial.

The organizations that carry out mentoring processes obtain a pool of mentors that they can use in the future for new projects, as well as expanding their network of contacts in case they need resources or tools in their daily practice. The benefits are multiple as they become known to the business world and the community at the same time.

- Self-evaluation/competence survey from mentor perspective (initial and summative)
- Observation from management perspective (new skills acquired by mentors)
- Feedback sought from mentees on their experience
- Cycles of mentee recruitment (instances where a mentee is recruited into the institution creating a more diverse team)
- Retained contact with previous mentees after completion.



We need to develop contents of evaluation that are more oriented towards sports. How to evaluate the benefits of sports/mentoring in the field of sports on young people?

Mentoring in sports can take the same form, but with sporting goals and outcomes attached. For example, it may be that their sporting performance or engagement increases as a result of mentoring.

Sport can also be used to engage a young person who is not comfortable with having conversations.

For example, instead of mentoring someone in a classroom setting, the mentoring could take place on a football pitch while kicking a football around. This is a hook to get the mentees engaged, but not necessarily the motivator or prime engagement method over a period of time.

ADDITIONAL

ADDITIONAL KEY ELEMENTS SUPPORTING MENTORING IN THE FIELD OF SPORTS

Resources needed to support mentoring processes

What resources should (sport) organizations be interested in developing the mentoring process?

Safeguarding: during the process of mentoring, the mentees and mentor have to be informed about all the rights and duties related to the process. For this reason, organizations could need a safeguarding policy document which reflects the rules that can be applied for the meentes and the mentors. For instance, organizations can provide a formal contract to protect the meente. The contract has to be signed for both parts.

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Communications process: A document that outlines how to communicate safely between the mentor and mentee. For example, the mentor should not communicate with their mentee through their personal phone; to communicate with him the mentor needs to establish a schedule to do that. There should also be a consent form developed that the parent/guardian signs to say they agree for the mentor to communicate with the mentee.

Data collecting and handling (GDPR); Data/information collection form for mentors and mentees, to collect personal information such as address, date of birth, emergency contact details etc. These are then stored safely to ensure they are not shared outside of the project.

Health and Safety; A risk assessment should be carried out ahead of the activities to ensure all risks are considered before taking part. The sports facilities should ensure they have adequate security and risk management in place, as well as the mentors who have responsibility for the mentees.

First Aid. The mentor should ensure they know what to do in the event of an injury or illness to the mentee. They should have medical information for the mentee, for example if they are allergic to anything or have any current medical conditions. They should also know basic first aid and where the local hospital/doctors are.

METHODOLOGIES AND STRATEGIES TO IMPROVE MENTOR'S SKILLS

A. Discussion techniques

- Don't have a discussion face to face. Side by side is better.
- Have discussions while taking part in activities to make it less awkward for both parties.
- Ensure you do not over question or probe too much. Ask open questions and be non judgemental.

Open questions.....examples

- Tell me what is most important in your life at this moment?
- Tell me about the things you value and are a priority?
- In what way are you living out these values?
- What are some of the things you wish to move toward in your life?
- When you think about the future, what are some things you would like to have in it?
- What do you dream about doing - job ?
- If we were to be successful in our work together, what would that look like?
- How does your current behavior support your future goals?

B. Provision of feedback

- Reflective diaries to capture thought, feelings and feedback.
- Video diary to capture the emotions of this.
- Photos to capture moments during the process.
- Parents/guardians feedback questionnaires.
- Interviews at the start, middle and end to show development.

C. Methodologies to facilitate communication

It is important to know that interpersonal communication is about the sender effectively communicating something to the receiver, so the mentor must know what he/she wants to communicate and how the mentee is aware that he/she has understood it.

It should be borne in mind that when carrying out communication it is necessary that both parties feel comfortable where they are and that there is no communication barrier that hinders this. For example, conduct mentoring sessions in a space where both people feel comfortable and where there are no interruptions.

The mentor should give positive reinforcement to the mentee and support them at all times, always making sure that they have understood what has been said by giving clear data, proof and evidence.

At all times, it will be important for the mentor to be non-judgemental and understanding of the mentee's situation.

It can be useful to document the conversations with the mentee. This helps to reinforce the various points of discussion and remind mentees if goals have been set. Using SMART targets are useful so that the mentee learns to make their goals achievable and is able to reflect with the mentor during follow up sessions.

Some things for the mentor to keep in mind during the mentoring process:
1. Shift from evaluations and judgements to descriptions of facts and behaviors.
2. Be empathetic.
3. Give opinions rather than advice (unless specifically requested).
4. Do not take responsibility for the other person's problem.
5. Ask questions rather than interpreting or relying on feelings and/or assumptions.
6. Focus on the other person's feelings and needs.
7. Focus on the here and now.
9. Understand any unforeseen events that may arise.
10. Understand how the mentee feels during the pandemic and how they manage it.

Methodologies for cascading skills and learning from others.

Mentors are responsible for transmitting their values to their mentees and helping them develop the skills necessary for their personal growth in all aspects of life. Therefore, they should take into account the following aspects:

Educate about the different areas of life. Reinforce boundaries. For example, when a mentor teaches the mentored person questions such as punctuality which is very necessary for any activity in their life.

Provide expertise by using your own personal experience to accompany the mentee.
For example, when a mentor explains how he/she found a job.

Listen with full attention to the mentee. For example, a mentor should be able to listen to everything the mentee says with a clean look and seek to understand and support him/her.

Guide, help the mentee find his/her direction and goals,without pushing. Accompanying is walking together, not directing or "letting go". For example, based on the objectives of the mentee, it is about giving advice based on their own experiences, understanding that the mentee can make other decisions but that, with our support, they can orient themselves and feel more confident..

Have an empathetic, receptive, flexible attitude and adapt to the needs of the mentee. Each mentor will have his/her own world, interests and values. It is necessary to work on enhancing those aspects on the mentee rather than trying to change him/her.

Be present in the current moment of interactions with the mentee. The mentor can only support the mentee on step at a time through his/her day-to-day life.

Be practical, e.g. give an overview of how to proceed and set boundaries and priorities. It is always necessary to be clear on which relationship is appropriate and which is not, trust and respect are necessary but cannot exceed a supportive relationship.

Be specific, e.g. by giving advice (if we feel it is necessary). Advice should be based on one's own experience but adapted to the current reality of the person being mentored.

Criticize constructively, focus on behavior and not on character. Everyone is as they are, everyone has a personality, but actions can be changed and it is necessary to understand which actions are desirable, functional or useful and which may be detrimental to the mentee. Values often change when we change actions, not the other way around.

Be accessible, i.e. be available as a resource, but be aware of the limits. The mentor must feel that he or she has us. But it is necessary to set some schedules or spaces where to make this contact effective so that it is comfortable and efficient.

STRATEGIES TO MENTOR IN TIMES OF PANDEMIC · REMOTE MENTORING

The current COVID-19 pandemic reality has forced the whole world to adapt to a new lifestyle, one often leading to a high degree of social isolation but not necessarily to lack of communication. Organizations of all types have had to deal with a wide variety of changes and the reorganization of resources, trying to create the most “normal” conditions so that the personal and professional projects could be continued.

Professionals and users of all kinds, especially profiles such as trainers and students have had to adapt their work to an online format.

This generated changes and nuisances in the way of addressing work and dealing with the various activities related to the fields of mentoring and sports, for example:

- Due to the uncertainties , constant readjustment of schedules were often necessary.
- Practical and theoretical training sessions needed to be developed using digital tools.
- Social networks (mainly Facebook and Instagram) were fundamental through the whole process. facilitating contacts between mentors and mentees.
- Digital means also allowed to share the work of others (e.g professionals) and tools.For example In the field of Sports, it provided the chance to follow the classes of Personal Trainers.
- Online format also allowed a great deal of creativity for organizations to create and disseminate own learning material.

- Regarding sports and healthy habits, the online format has also allowed the development of individual plans to promote healthy eating and living habits, giving young people the chance to understand that it's possible to promote one's own physical well-being when at home and without the aid of any specific additional material.
- The online format also allows for the establishment of weekly challenges (both physical and nutritional)helping to make the digital transition much smoother and useful than initially thought.

1 The aim should always be to provide the majority of the mentoring sessions in-person BUT online and remote alternatives can support this and provide a solution when direct contact is not possible.

All mentoring should primarily be delivered in-person but remote mentoring activities can be implemented when in person sessions aren't possible. The benefits of mentoring in-person are that both the mentor and mentee are meeting in a neutral space for activities and mentors are able to create a more welcoming space for mentees without the intensity and unrestricted nature of online communications e.g. lack of eye contact and cyber security issues.

When mentoring in-person is not possible, online mentoring should be implemented through pre-planned online activities. During these activities there it's also important to avoid problematic online interactions to make the environment more welcoming for mentees.

Safeguarding procedures need to be addressed if young mentees are at home and meeting mentors online. Mentors and mentees could be in vulnerable situations if meeting remotely from their homes. Risk assessments and discussions about boundaries should take place beforehand with the mentor's point of contact on the programme.

Examples of interventions organization's could put in place to safeguard both mentors and mentees are:

- Ensure both mentor and mentee have managed online accounts for the communication platforms they are using (eg a company/ organization email account).
- Provide both mentors and mentees with basic advice on creating a suitable space and conduct when accessing online mentoring (use of camera, appropriate clothing, neutral backgrounds etc).
- Set clear working/contact times for mentors.
- Offer a 24/ 7 phone line to allow emergency access to a relevant person outside of working times.

2 Mentor and mentee safety should always be paramount, even when working remotely, making risk assessments essential.

Online mentoring can be done through applications such as Skype, Zoom, Teams etc. and complemented with follow-up questionnaires on digital platforms such as Doodle, Google Forms etc. However, a risk assessment of the communication platform is necessary before deciding on the preferred application to be used by both mentors and mentees. Each application will offer different login procedures and interactive features, therefore, these should be assessed prior to beginning a mentoring programme.

For example, to safeguard both parties, the communication application should include the ability to blur backgrounds and password protect the online environment. Mentors should ensure they conduct a session with their mentees on conducting online communication. As mentioned above, mentors should assess the chosen application and consider its login procedures. The online accounts created for mentoring uses should not contain personal data e.g. home addresses or personal phone numbers and privacy settings should be managed.

3 Technology and communication tools should be utilized wherever possible to support the programme but these should be managed and administered by the organization to ensure safety.

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Communication can be challenging if young people are working remotely, particularly if they are vulnerable or without digital access at home. Having a communication strategy if the mentors are unable to reach mentees is important. However, it is essential to avoid using personal devices to communicate with mentees who are under 18 as they will then have access to your private data and vice versa.

Examples of interventions organizations could put in place to support remote contact are:

- Provide a dedicated mentoring programme phone to be used to contact mentees if video conferencing is not available.
- Provide mentees with managed devices during the programme (alongside managed accounts) to facilitate remote activities.

Case Studies - Remote Mentoring

The lack of means, that usually come with having a disadvantaged background, could be overcome by supplying computer equipment to students, thus building a digital infrastructure that help students work on digital projects with mentors without barriers.

Of course, not all sporting activities can be done online but that does not mean technology can't help us engage with mentees.

Sports video games such as FIFA can be played online with/without verbal communication. Similar to the use of other aforementioned applications, risk assessments must be conducted and subsequent control measures put in place to ensure both parties are kept safe. This example allows activities to be completed whilst conversations still take place. Verbal communication throughout a gaming session with a mentee will still prompt a focus on sporting insights and offer beneficial discussions.

During the coronavirus pandemic, to engage with youngsters, teachers/mentors coordinated an eSports basketball tournament for student athletes to digitally simulate their postponed competitive fixtures. Students could access gaming consoles remotely and other young people directed and live-streamed the event on Twitch. This activity could be easily translated to a mentoring programme, creating teams from mentees and mentors to continue to develop a good rapport. It would require teams to gain access to gaming consoles for active participation, or other mobile devices to watch, engage and comment whilst spectating

Another example of remote sporting activities that mentors could conduct with mentees includes the use of managed exercise tracking. Through the use of smart fitness trackers, e.g. FitBit, mentors can create a safe online space for mentees to share physical activity. Sporting challenges can be set remotely and mentors are able to login to applications and to see the mentee's progress.

COMMUNITY INVOLVEMENT

A. Facilitating access to sport facilities

Work with local councils and associations, both public and private, to look for possible alternatives to the use of the facilities needed to develop the sports mentoring project. Involve all community agents in the mentoring process and make visible the need to carry them out as a social good.

Mentoring has great benefits for many areas of the community, local businesses and institutions, but these benefits are not always fully understood and this can create barriers to the development of a successful mentoring programme. Indeed, involvement in mentoring can have a direct positive impact on staff morale. For example, 100 percent of the Robins Foundation staff say that mentoring is the best part of their week. Nothing else matters while they are mentoring. This then gives them a great self and work satisfaction.

B. Stakeholder involvement

Organizations can demonstrate how they are giving back to the community and the impact they are having?

It is important to the success of a programme that institutions offer support and remain open to their involvement. In some circumstances it may be helpful for organizations offering mentoring schemes to reach out to local institutions, both public and private, to explain the aims and objectives of their work, as there can often be negative perceptions connected to some of the mentees and/or their communities. Publicity is therefore an important part of the process of developing a sustainable programme that can grow.

C. Creation of a sports network

To carry out a sports event to publicize the results of the project so that all the entities related to the world of sport could meet and create synergies and carry out joint activities and share concerns and ideas.

Once the sports mentoring project has been published among public bodies, companies and associations, both public and private in this field, a sports network can be created that includes all those people, entities and associations that are interested in collaborating in the project and promoting and supporting others in the future. They will have the possibility to make themselves known on a social level and to grow in number of participants.

Increasing awareness on the importance of Sports related activities makes policy related processes more flexible. The increasing adoption of such policies makes it easier for the entire municipality and school's surrounding area to serve our students, helping us to respond positively to their aspirations and motivations. Thus, it has been possible to establish sports networks that facilitate the access to a wide range of related physical activities. Working together with the local authorities, and based on social responsibility policies, we've already managed to establish some partnerships allowing our students to try Karting with a national GT World Challenge America pilot, practice Surf for the first time, with a local Surf school, carry out Physical Education practical classes at an indoor area next to the school, since it does not have its own facilities. Thanks to an Erasmus+ project, we're aiming to develop our students' skills through a partnership with a Judo school by a Portuguese Olympic athlete.

Working collaboratively with Sports Networks has been essential to building comprehensive mentoring programmes. Our teachers collaborate to find a suitable point of contact within professional football, basketball or sports media organizations that the mentees can work alongside or for on specific projects. They not only benefit from careers advice and guidance but they build a bank of networks to help develop their contacts and self esteem for their next personal and professional steps. The wider the network, the more confident the mentees become.

MAIN DIFFICULTIES, CHALLENGES WHEN IMPLEMENTING MENTORING AND TROUBLESHOOTING TIPS (BASED ON PARTNERS EXPERIENCES + EXPERIENCES FROM THE PILOTS)

Addressing lack of sports related activities: One of the biggest challenges is the lack of facilities for sports related activities. The local authorities themselves can support projects that promote regular physical activity. At the moment the greatest difficulty is the pandemic situation which makes such partnerships more difficult.

Availability of mentors and mentees can be difficult due to schedules and conflicting lifestyle. Therefore, the guidelines should suggest that mentors and mentees aren't forced to agree to a minimum expectation of time spent with each other. Mentees and mentors can be in contact remotely during the mentor's working hours, however, facilitating meetings in-person should be allowed to be flexible depending on their lifestyles.

Depending on the context, there can be a difficulty which stems from mentors and mentees building a relationship which becomes friendly or at some points 'unprofessional'. For example, through peer-to-peer mentoring of mentors/mentees with a similar age, a new found friendship can bring benefits. However, when there is an age gap then a close relationship between an adult and minor could become problematic. The aim of mentoring is to create a trusting bond between the two people but it should remain professional.

Sporting timetables may not align with when the mentor and mentee can meet.

Sport may also be a barrier to someone getting involved if it is not in their interests. Therefore sometimes having a variety of activities is beneficial.

For example, mentors and mentees may agree to try other activities which inspire and engage the mentee better than sport. Mentees may not be sure what they would like to achieve, however, they should be open to trying new experiences in the pursuit of developing their relationships. It is important that the activities arranged are those suitable to allow conversation and encourage interactions between. Something not too comfortable e.g. going to the cinema as this does not encourage conversation and is very loud. An activity that worked during the pilot programme was fishing as this was a quiet space but still an engaging activity for both mentor and mentee to talk at.

In conclusion, it is important to think about the context and lifestyle of both the mentor and mentee. The matching process can help define this and make suitable pairings, although throughout the programme, it is essential that both mentors and mentees are open to arranging meetings at least once a month and that mentors are available during their working hours to talk remotely at least where possible.

COMMUNITY INVOLVEMENT

Mentoring encourages, in general, the personal and social development of our students. Through it we are able to influence and clarify ideas regarding and foster personal and social acceptance, leading them to conquer many challenges through processes of personal and later professional growth. The hygiene demands related with Sports, for example, stimulate the adoption of such practices in their daily lives, same as sharing a practice space or sports activity with people from different contexts, in general but especially under the right guidance, allow for a deeper understanding and respect for differences. All together, monitoring promotes greater functional ascension, better socialization and relationship network, greater sense of belonging and efficiency.

Mentoring helps young people to work on their socio-emotional shortcomings by providing individualized support during the process and helping the mentoring sessions with their mentors to be efficient and effective. It is necessary to emphasize the importance of the follow-up with the mentor in order to take into account which competences to work on with the young person.

Working with professional mentors as well as pastoral mentors offers the young people the opportunity to empower themselves to gain valuable career experience. This helps to build a bank of work, soft skills, self-esteem and practical skills and knowledge.

Partners in the SportMe pilot project offer some examples below:

- One partner observed that a mentee with additional learning needs who had been bullied in education previously, found integrating into a new learning environment a much easier process with the added support of a mentor. In their own words, they have “become much more confident towards people”.
- Another partner observed that one specific mentee with a diagnosed Attention Deficit was able to reduce their medication and extend their period of concentration as a result of the regular mentoring and associated sporting activity.

Improvements were witnessed in another mentoring partnership in terms of the mentees team working ability, as well as a greater respect for their community. Again, in this case these effects were seen as a direct result of the regular sport related mentoring they had received.

DIFFERENT EXAMPLES OF MENTORING TIPOLOGIES (BASED ON PARTNERS EXPERIENCES)

A. Mentoring processes that combine education and work

Work values are promoted by tasks and activities (punctuality, respect, ...)

Ensure that young people working with professional mentors are offered support to understand the value of professional and timely communication, workflow and project expectations. Providing these skills empowers them, elevating the opportunities for mentees.

The values of the sporting people involved transcend across both education and work. For example, when mentees attend sporting activities or workplaces they are expected to be punctual, behave according to codes of conduct and always with professionalism. All of these values are intertwined and sport can be a vehicle to reinforce them and provide a good example and role models to mentees on the programme.

B. Mentoring with elite sportspeople

Importance of fostering knowledge on reference elite sports people's life stories, sometimes very similar to our youngsters' reality.

The world of sport is filled with great examples of people coming through hardships and applying these values to achieve their goals. Professional sports people experience similar backgrounds to that of mentees, however, sometimes this goes unseen as on the surface, mentees only see what exists in the present which is the success that the sportsperson is currently experiencing. A mentoring programme allows mentees to listen and hear about life lessons from their mentors and understand that other people may have experienced similar trauma and adversities. An elite sportsperson becoming a mentor can expose mentees to these experiences and give them an understanding and something to relate to.

C. Processes promoting active involvement of Young people (e.g youth councils)

Create an active platform of young people promoting socio-cultural activities with and for the community. The creation of a student council can be very useful to enhance their participation.

Young people's ideas, values and beliefs should be recognised throughout a mentoring programme rather than being oppressed. Promoting active involvement and participation through sporting activities can allow young people to give back to their community and play a role within society which celebrates it.

For example, mentees could run sporting activities in local facilities such as a football tournament to encourage other young people to participate and engage subsequently reducing antisocial behavior. Secondly, not all the activities have to be sports-related, mentees could use their skills and experience to raise funds for a charity or organize interactive events for their community to participate in e.g. a fun run or a cake sale.

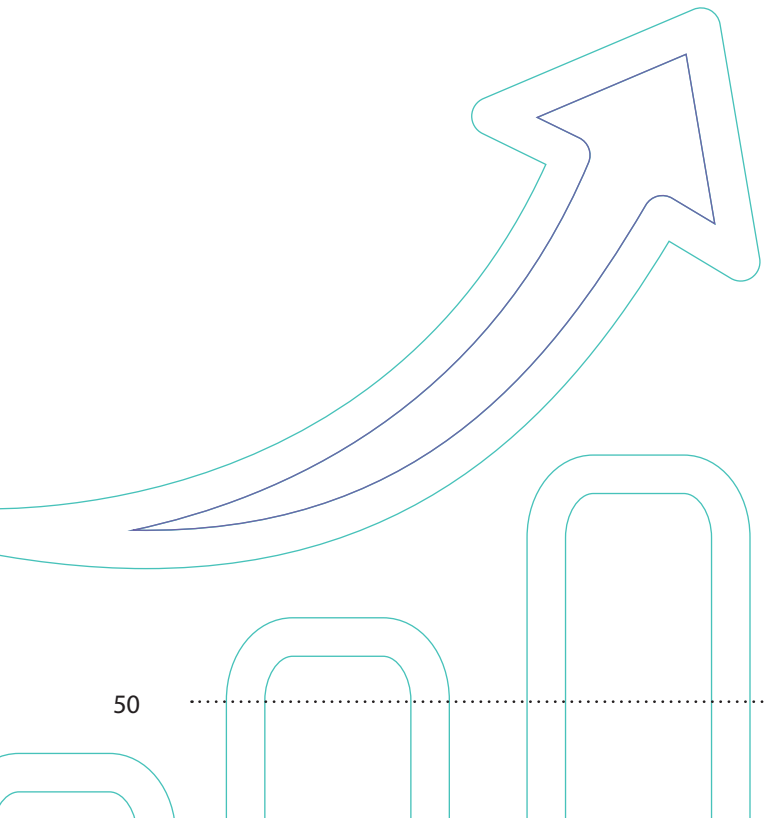
D. Mixing sport and creativity

Creativity is used as a tool in every activity developed in our school, not only as a principle but also as a way to deal with the lack of the needed tools we're faced with regularly.

At boomsatsuma, our students combine their interest in sport with creative practices to tell stories and share news about sport through communication and marketing tools: filmmaking, online content creation, podcast production and social media campaigns. This combination of both industries allows the mentees to experience the benefits of sporting communities whilst learning wider skills and understanding of alternative progression routes and opportunities that incorporate sporting passions.

E. Mentoring and Sport to address emotions

Assess how the mentee deals with emotions by creating challenging situations: stress management, self-confidence, ... Using strategies and processes to promote respect, fair-play: focusing on victory but learning how to lose.



TESTIMONIES FROM THE PILOTS

PART 1 About the mentees

What criteria have been used for selection?

GF: The profile of the participants of the project are young people from 14 years of age in a situation of social and family risk in the city of Amposta. They have never practiced sport or extracurricular activities and have no healthy lifestyle habits.

RF: We chose to work with young people who were at risk of dropping out of school and had the potential of getting involved with anti-social behavior and crime. These were aged 15+.

BS: We work with young people aged 16-19 who are in education and have ambitions of working within the Sports Media industry. We have a diverse range of students and we strive to work within local communities in Bristol, UK.

E2OM: We choose youngsters coming from host institutions, or foster homes, that have already dropped out of school and are showing risk behaviors.

What are the pupils like?
GF: They are young people at socio-familial risk who would like to practice sport but who, due to their socio-economic conditions, are unable to do so.
This has been a very important point when choosing the participants. It is an opportunity to interact with others and integrate into society.

RF: They are young people who are from areas of deprivation within Bristol. Aged 15+ and are at risk of dropping out of school, and being involved with crime. All want to be involved and change, but need support to do so.

BS: We work with young people from all walks of life. From both disadvantages and advantaged backgrounds. Ages 16+ from across the South West of England. Our students are of all genders, ethnicities and disabilities. Some with special educational needs.

E2OM: we choose to work with youngsters with behavioral and family problems. These youngsters all love sports activities and it is through sport that we seek the transition to an independent and autonomous life.

PART 2 About the mentors

What criteria have been used for the selection?

GF: They are people who have been working with young people of different profiles for a long time.

RF: Experienced working with young people and mentoring. This happened to be staff within the foundation. This person was from the area that the mentees lived, and they had done youth work there before, so already had a good relationship with the community.

BS: Our mentors must be experienced at working within a sporting organization and be able to offer Sports Media opportunities to our mentees. They must work within an organization which can safely offer and manage work experience opportunities. They must have a good relationship within their local community and have the mentee's best interests in mind.

E2OM: We choose mentors with experience in the host system /foster care, that have the capacity of acceptance, demonstrate empathy and a flexibility about the different points of view that young people may have.

What are the mentors like?

GF: They are people who have been working with young people for a long time and have experience in the sports field. They have communication skills, empathy, conflict management,...

RF: They are professional and understand working with these young people. They do have youth work and mentoring qualifications. Their characters also means that they are relatable to the young people.

BS: They are extremely welcoming and encouraging to our mentees. They allow for them to make mistakes and learn when doing work experience and working on projects. They are very patient and always want to help our mentees achieve.

E2OM: They must have the ability to accept a personal commitment to the mentoring role by a period of, at least, 6 months, respect for individual differences and available for the entire process.

PART 3 About the training of the mentors

What was the training like? Training logistics: Was it face-to-face or online? All mentors together?

GF: The mentoring training was conducted online in a virtual classroom on the Gentis Foundation campus. This training provided resources to the mentors to face the mentoring process and to have competent resources to be able to work with the young people on aspects related to conflict resolution, social and communicative skills,...

RF: The training was positive. The guidelines allowed areas of discussion and clarification to ensure the mentor was prepared and understood the programme. A day was used to do this.
The training was face to face, which I think helped to enable discussion and clarification. It also meant we could discuss practical examples.

BS: The training was sufficient and happened face-to-face. As our mentors already have some experience then this training acted as a refresher for them and it was not necessary to go over everything in great detail. Mentors found it useful to remind themselves of important aspects e.g. safeguarding. The training happened one-to-one as we visited the sporting organizations where our mentee's worked.

E2OM: The sessions went well, and as expected, we felt a positive evolution in the youngsters. The sessions were mostly face-to-face because we believe that it's important to be close/ to be near the youngster. We established individual sessions, however, in the sports activities developed, such as Padbol, Rowing, Surf, we decided to experiment them all together. Same time, the mentors gathered to share and exchange, the experiences they had, the success and challenges found in the process. We also created a Whatsapp group to work,like a diary, where de mentees could express their experience and feelings . Group called "Interaction Group".

How did the mentors evaluate the training? (Strengths and weaknesses)

GF: The evaluation was very positive on the part of the people who did the training.

RF: The mentor's feedback was that the training and the guidelines were good. Although they already had some knowledge, they were able to understand this programme better, while also refreshing their knowledge. The time taken was also good as it was not too long, but allowed the right information to be shared.

BS: Our mentors gave informal verbal feedback about the training. They liked that it was one-to-one as it gave them an opportunity to discuss the progress of the mentees.

E2OM: We evaluated this experience in a very satisfactory way because we think that the intended objectives were achieved, in particular, knowing (and feeling) that our mentees are now more responsible with themselves, and with the others, they also developed the same autonomy, emotional security and honesty. We must point out this...the fact that we could provide ours mentees the opportunity to experience new sports, normally different from what they were accustomed to practice, has helped and enriched us (all) in this all process...it as given us new cultural and social perspectives.

PART 4 About the matching

What criteria have we used for matching?

GF: In the sessions with both mentors and mentees, we separately analyzed the preferences and motivations of each. We have taken into account the sports that the mentors practice and the sports that the mentees would like to practice. Once all this was analyzed, in the group session we started working to form the mentoring pairs and begin to create a bond. Bearing in mind that the coaches of the different sports clubs are the mentors themselves.

RF: We spoke to the mentor and mentee about their interests and their hobbies. We then paired them with these and also took into consideration their personality and gender.
From there, they then had an initial meeting to establish their relationship. Through this meeting we then took feedback from both to ensure they were both comfortable to continue and if not, look at alternative arrangements.

BS: The mentor must work within a sporting organization which appeals to the mentee and can offer work experience in a field that they want to pursue a career in e.g. photography. The mentor must also be open to working with our mentee for up to two years. An initial meeting between mentor and mentee would take place to assess their interactions and feelings.

E2OM: We use predetermined, or pre-established, criteria which may include various aspects of compatibility, suchs as:
Personal preferences · mentors and mentees may prefer to work with people with the same gender, with younger or older people, etc;
Individuality · we must try to ensure that the personality, the style and behavior match;
Life experience and interests · hobbies, lifestyle, host family experience or host institution experience, among others. If we have the perception that the initial matching process is not being satisfactory, even after efforts made in building the initial relationship, both can request a change of Mentor ou Mentee.

PART 5 About the implementation

How are the pilots doing?

GF: The pilots are doing very well, there are young people who have adapted very well to the sports club where they practice sport and have bonded with the mentor more quickly than others. But, in general, they are doing well.

RF: The pilots have gone extremely well. Both of the mentees are in school and have engaged with the mentors over the time of the pilot. The mentors have been involved in multi agency meetings to support the mentees progress. There have also been numerous activities taking place where both mentor and mentee are able to share experiences and do something fun.

BS: Our pilots have been very successful with all of our mentees now moving on to higher education after curating a big portfolio of professional work in Sports Media.

E2OM: We think that the pilots are running according our main objective.

Comments from mentees and mentors

GE: The mentors, who are the coaches of the club themselves, value the project very positively and believe that it is very rewarding both for the club and for their peers.
The mentored young people believe that it is a great opportunity to be able to interact with other young people and to practice the sport they like.

RF: The mentors commented on how it has enabled them to work with, and see the progress of, the young people they are working with. It has given them different experiences to the ones they have had before, and they have said they would like to continue.

The mentees were less forthcoming with their feedback ,but did commnet on the activities being fun, inspiring and something to get them away from their norm. They have said the relationship with the mentors has been positive and they know they are there for them and to support.

E2OM: The mentees were very pleased with proximity created in the matching process. They really enjoyed the life experiences given from the meetings on the weekends, from the sports experiences, etc...they also referred to the attention, the affection, the friendship and companionship created between us! They say that they take another mother or father in their life. As for us mentors, we feel that this all process has enriched us at different levels; we feel that we guide and support young people. We managed to establish a relationship structured and trust that brought us closer and allowed us to develop skills and character of our mentees.

Difficulties encountered

GF: Some of the young people have found it difficult to adapt to the sports club and to interact with their peers.

RF: Sometimes times and ensuring these are set. The young people would want to go out with friends and would only say this right before a meet. The mentors then had to rearrange and make another time .This was fine, but when working with the mentees outside of school, these issues could arise.

E2OM: Given that we work with institutionalized young people, with accentuated family disorders/ disabilities, we sometimes felt some vulnerability and resistance from the young people at the beginning of this process, however, we managed to adjust the plan.
BS: Difficulties arose when mentees needed to work on evenings and weekends. This was impossible to change though as sporting events take place within these times and it was something the mentees had to adapt too and understand that if they wanted to work in Sports Media then they must work during these anti-social times.
Evaluation of the results so far:

GF:

- Inclusion in the community: For the young people it has helped them to get to know new entities and clubs and to create a bond of trust with the mentor and to strengthen their communication skills. For the young people it has helped them to get to know new entities and to strengthen their new values and skills.
- Values of sport: Above all, in team sports, it has served to strengthen the social and emotional relationships of the young people as well as to learn how to solve conflicts.

RF:

- School attendance – both mentees have attended school more regularly. This improves their academic, social and personal skills and has been a huge benefit to them working towards qualifications.
- Values of community – both have taken part in activities that give back to their community. This increases their social skills and the values placed on the community. It also shows them that they can contribute to the community, even if it does look or sound “cool”.

BS:

- Our pilots were very successful with mentees achieving a lot. This has empowered us to employ a full-time Mentoring Manager who oversees all our mentee’s work experience and projects.
- Furthermore, the sporting organizations we work with are growing and are now happy to give our mentees even better opportunities now after the success of recent times. This is great for both boomsatsuma and all future mentees and there are now more potential mentors for them to work with.

E2OM:

- Inclusion in the community: We think that having led these young people to a different reality from the one they live in, allowed them to see society differently. We were able to provide them with unique life experiences that led them to a very important life transition. Knowing how to be, knowing how to develop healthy relationships, knowing how to create empathy and respect for the other were challenges achieved.
- Values of the sport: sport has allowed us to achieve most of the proposed objectives mentioned above. Sport has always been a very appropriate resource that has helped us go beyond building a mentoring relationship.

PART 6 About the guidelines

Did you follow the procedure described in the pilot guidelines?

GF: Yes, we have done the pre-matching sessions with the mentors and mentees, first separately and then together for the matching.

RF: Yes. Some areas had to be tweaked but on the whole, they were followed.

E2OM: Yes we did.

BS: Yes, it worked perfectly.

Did you follow the procedure described in the pilot guidelines?

GF: At the moment we have nothing to add.

RF: At the point of delivery, there were no areas to address

BS: All improvements we felt that could be made have already been made since we began the pilot.

E2OM: We adjusted the mentoring program to meet the needs of our young people. Not only we worked based on sport, but we also needed to articulate with the arts. Our young Diogo Esteves is a skater, but he also creates his own shapes. We believe it is important to open up the range of interests of our young people and always adjust to our needs. Like a lesson plan, we think it is important that this whole process is flexible with the possibility of constant adjustments, as needed.

Conclusion of he pilots

Partners have identified many benefits implementing the pilots. From the mentor point of view they enjoyed the process.
From the mentees, we identified several improvements from them within the community:

- Increased school attendance.
- Decreased antisocial behavior.
- Decrease in criminal activity.
- Improved participation in community and sport.

The mentoring process and the guide helped the organizations to improve the process. The intention is that those involved with the project will continue the mentoring programme following the pilots.

They think the mentoring process has helped to achieve the objectives proposed - break and change some behaviors on the meentes related to their lives. We are concerned that if they stop the process of mentoring, the mentees could return back to their old and bad habits.

The sports mentoring process also helps young people to feel more involved in the community and interested in participating in sports activities. Therefore, they conclude that it would be beneficial to continue it.

They also note that the family is not involved in the process as much as the organization would need. Sometimes they do not trust the project and how it can positively affect their children's lives. Another consideration is to include parents more often in the mentoring process. In this way, they would be able to appreciate the improvement that physical activity and sport brings to their children's lives.

CONCLUSIONS

These guidelines written on mentoring in the field of sport have evidently provided a competent training programme for organizations to develop and support both mentors and mentees. Every partner involved has shared various success stories from their pilots with testimonials which outline the contribution of these guidelines.

This guide has been written to enable all sporting organizations to develop a mentoring programme suitable for their community. They are a practical tool to support the set up of mentoring initiatives and social inclusion programmes through sport. For instance, the design of the training capsule on sport mentoring allows social organizations to approach their methodology to the sport organizations.

The guide is aimed at, but not limited to, sportspeople and organizations working with groups at risk of social exclusion who, through participation in mentoring projects, can get closer to the community, expand their network of contacts, prevent school drop-out and/or disruptive behaviour.

In addition, the guide enables mentors and sports organizations to become more aware of social issues and allows them to get closer to their community.

In conclusion, we believe the guide brings useful information that can help organizations to implement and enhance their mentoring process. The guide will be translated into other languages to extend to other european countries and allow them to use the same tools.

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