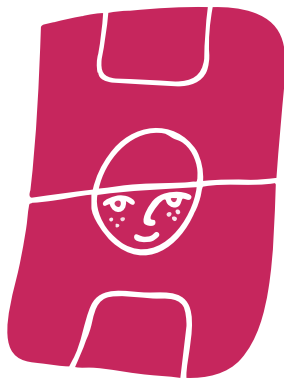




## 2.0 Blueprint for Mentorship

Regarding the inclusion of refugee  
women through sport



# REWINS

REFUGEE WOMEN  
INCLUSION THROUGH SPORTS

## REWINS 2.0

### Project Description

The project "REWINS 2.0: REFugee Women INclusion through individual and team Sports" is focused on fostering the inclusion of women with refugee backgrounds in different team and individual sports by creating sport teams for women from the local communities and from refugee communities. REWINS 2.0 seeks to promote a Europe-wide approach, increasing the potential for European host communities to successfully engage and integrate. The focus groups of the project are refugee women and coaches/trainers who are working with or interested in working with refugee women.

The project follows the footsteps of REWINS (REFugee Women Inclusion through Sport) implemented in 2019 and 2020 and is led by Fare network (NL) in cooperation with 4 partners Organization Earth (GR), Girl Power Organisation (DK), Unione Italiana Sport de Tutti -UISP (IT) and A.E Ramassà (ES).

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### Introduction

The REWINS 2.0 Blueprint outlines a comprehensive framework for developing a mentorship programme aimed at empowering refugee women through sports. This detailed guide is designed for organizations and individuals seeking to create a supportive, knowledgeable community of coaches dedicated to enhancing the social inclusion and personal development of refugee women.

#### Key Components of the Blueprint:

##### 1. Setting Goals and Objectives:

- ▶ Establishing clear goals and objectives for the mentorship program.
- ▶ Focusing on empowering mentees with practical knowledge, skills, and expertise.

##### Conducting a Needs Assessment:

- ▶ Identifying specific challenges and requirements faced by refugee women.
- ▶ Gathering data on barriers to sports participation through surveys and research.
- ▶ Analyzing findings to address practical and financial obstacles, particularly providing childcare.

##### 2. Creating a Call for Mentors:

- ▶ Developing a call for mentors based on the needs assessment.
- ▶ Emphasizing cultural sensitivity, learning from experienced coaches, and building a community of passionate mentors.

##### 3. Mentor/Mentee Selection:

- ▶ Selecting culturally sensitive and experienced mentors.
- ▶ Implementing an application process to match mentors and mentees based on skills, interests, and cultural backgrounds.

##### 4. Program Structure:

- ▶ Establishing a well-defined framework and content for the program.
- ▶ Implementing a timeline for planning, preparation, pairing, rollout, and evaluation.
- ▶ Ensuring flexibility to adapt based on participant feedback and changing needs.

network  
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## 2 Conduct a Needs Assessment

To create an effective mentorship program, we recommend starting with a thorough needs assessment to understand the specific challenges and needs faced by refugee women and coaches working with refugee women. This crucial first step will help ensure that the program is designed to address the real barriers participants are facing.

### Research and Data Collection for the REWINS 2.0 project

In the REWINS 2.0 project, Organization Earth led a survey to understand refugee women's perceptions and participation in sports activities. This involved developing a research protocol, including a framework and questionnaires, which were then implemented at the national level in Greece, Spain, Italy, and Denmark by project partners. Data collected additional data at the European level. The study included 201 refugee and migrant women, aged 16-49, and was conducted anonymously online over three months.

### Key Findings:

- ▶ **Interest in Sports:** The majority of respondents expressed a strong interest in participating in sports in their current countries. Popular sports included football, swimming, volleyball, and basketball, with soccer being the most favored.
- ▶ **Barriers to Participation:** The primary barriers identified were lack of information and childcare. Other barriers included financial constraints, distance, and language issues, though these were less significant. Cultural, dress code, and family barriers were minimal, indicating that these are more stereotypes than actual obstacles.
- ▶ **Implications:** The findings suggest that addressing practical and financial barriers, particularly by providing childcare, can significantly enhance the social inclusion of refugee women through sports.

### Creating a Call for Mentors

Based on the insights gained from the needs assessment and the expertise of the project partners, a call for mentors was developed. This call focused on several key learning points:

- ▶ **Understanding Barriers:** Educate mentees on the specific barriers refugee women face in participating in sports.
- ▶ **Cultural Sensitivity:** Encourage the cultivation of cultural sensitivity to better connect with and support refugee women.
- ▶ **Learning from Experience:** Seek to involve experienced coaches who have expertise in working with refugee women in sports.
- ▶ **Community Building:** Foster a network of mentors/coaches who share a passion for promoting sports among refugee women, facilitating peer support and shared learning.

### 5. Program Content:

- ▶ Providing training on cultural competency, communication skills, sport-specific coaching techniques, and mental health awareness.

### 6. Monitoring and Evaluation:

- ▶ Implementing feedback mechanisms to track progress and secure honest input.
- ▶ Conducting impact assessments before and after the program to evaluate its effectiveness and areas for improvement.

By following this blueprint, sports coaches and organizations can develop a mentorship program that effectively supports the integration and participation of refugee women in sports, leveraging sports as a powerful tool for social change and inclusion.

## 1 Setting Goals and Objectives

The initial step in developing the mentorship program is to clearly evaluate and establish its goals and objectives.

The REWINS 2.0 Mentorship Programme had the following goals and objectives:

- ▶ Its primary aim was to empower mentees by providing them with practical knowledge, skills, and expertise. The programme offered mentees the opportunity to seek guidance and solutions to any challenges they may face.
- ▶ It aimed at creating a supportive and knowledgeable community of coaches who are committed to enhancing sports participation among refugee women, thereby promoting their social inclusion and personal development.

### SPECIFIC GOALS FOR MENTEES:

1. **Understanding Barriers:** Develop a deep understanding of the various barriers that refugee women encounter when trying to participate in sports, including practical, financial, and social obstacles.
2. **Learning from Experience:** Gain valuable insights from experienced coaches and mentors who have successfully worked with refugee women in sports, learning best practices and effective strategies.



# 3 Mentor/Mentee Selection

## Mentor Selection

The next step in the mentorship program is selecting mentors who are culturally sensitive and experienced in working with refugees. The REWINS 2.0 mentorship programme criteria for mentors included:

- ▶ Extensive experience coaching refugees.
- ▶ Strong communication and mentoring skills.
- ▶ A passion for promoting sports as a means of empowerment and inclusion.
- ▶ Both male and female coaches were considered to ensure diverse perspectives.

Selected mentors played a key role in developing the framework for the mentoring program, which included:

- ▶ Creating content, program structure, and delivery options.
- ▶ Providing mentorship to a designated mentee over a 4-week period.

Mentors were expected to:

- ▶ Assist mentees in identifying specific barriers when welcoming refugee women into sports.
- ▶ Offer guidance on effective strategies to overcome these barriers.
- ▶ Encourage and motivate mentees to develop leadership and coaching skills tailored to refugees.
- ▶ Share personal experiences and challenges faced.

## Mentee Recruitment

The programme sought 10 mentees, both men and women, who either have experience or are willing to work with refugee women and women with refugee background. Mentees were expected to:

- ▶ Empower refugee women through sports.
- ▶ Collaborate with diverse partners and mentors.
- ▶ Learn to overcome barriers faced by refugee women to welcome them into sports sessions.
- ▶ Extend their professional network.

## Application Process

The call for mentees included a form asking for:

- ▶ Motivation and prior experience in working with refugees.
- ▶ Learning objectives and specific skills or knowledge they hoped to gain from the mentorship program.

To facilitate the pairing process, mentees were asked to answer the following questions:

- ▶ Are there any particular areas within coaching refugee women that you feel less confident or experienced in?
- ▶ How to reach refugee women: where and how?
- ▶ How to create a culturally inclusive and welcoming environment for refugee women in coaching sessions?
- ▶ What good practices to replicate?
- ▶ How to adapt sessions for both genders?
- ▶ How to address language barriers?
- ▶ How to create a network to share issues and good practices?
- ▶ How to provide adapted practices for newcomers?
- ▶ Any other specific needs or areas of improvement?

This structured approach ensured that both mentors and mentees were well-prepared and aligned with the program's goals, fostering a supportive and effective mentorship environment.

## Pairing Process

The pairing process is crucial for the successful development of the project. It is recommended matching mentors and mentees based on skills, interests, and cultural backgrounds to ensure effective communication and mutual understanding.

For the REWINS 2.0 mentorship program, the pairing process prioritized language compatibility to ensure clear and effective communication. Additionally, we ensured that mentees who preferred female mentors due to comfort or cultural reasons were paired accordingly.

Motivation letters from mentors and questionnaires completed by mentees were instrumental in identifying which mentors could best meet the specific learning objectives of each mentee.

It is essential to follow some ethical considerations in the construction and implementation of the mentorship programme:

- ▶ **Confidentiality:** Ensure the privacy and confidentiality of all participants.
- ▶ **Informed Consent:** Obtain informed consent from all participants, clearly explaining the program's aims and activities.
- ▶ **Respect and Inclusivity:** Promote an environment of respect, inclusivity, and non-discrimination.

# 4 Programme Structure

The framework and content of the program should be established with mentors well in advance of the program's start.

## Implementation Timeline

A successful mentorship program requires thorough planning and clearly defined expectations from the outset. It's beneficial to establish an implementation timeline and regularly review and adjust it as necessary.

For the REWINS 2.0 mentorship programme, the timeline was the following:

### Phase 1: Planning and Preparation (2-4 months)

- ▶ Conduct needs assessment
- ▶ Select mentors
- ▶ Develop training materials

### Phase 2: Review and Pairing (5 months)

- ▶ Review applications
- ▶ Match mentors and mentees

### Phase 3: Program Rollout (6 months)

- ▶ Launch program activities
- ▶ Provide ongoing support and monitoring

### Phase 4: Evaluation and Expansion (7 months)

- ▶ Conduct program evaluations
- ▶ Plan for program expansion based on feedback

## Flexibility

Be prepared to adapt the program and tailor the approach based on participant feedback and changing needs. In the REWINS 2.0 mentorship program, mentor-mentee pairs were allowed to extend their mentorship beyond the initial program duration. This flexibility accommodated scheduling difficulties and ensured that pairs could continue meeting, either online or in person, to put their learnings into practice.



## Mentorship Programme Questions

When implementing a mentorship program, the following questions can help mentors engage with mentees:

- ▶ What do you want to achieve?
- ▶ What resources or help do you need to get there?
- ▶ What are your intermediate goals/first steps?
- ▶ What is wrong?
- ▶ What other problems do you see as a consequence of the first problem?

## REWINS 2.0 Mentorship Programme

Initially, mentors and partners settled on the following structure:

The program consisted of four sessions, each lasting 1.5 hours, structured as follows:

### 3. Presentation of Barriers:

- ▶ Each session begins with the mentee presenting a specific barrier they need help with. These issues are identified in advance through their questionnaire and include details on frequency, attempted solutions, and outcomes.

### 4. General Overview:

- ▶ The mentor provides a general overview of working with and coaching female refugees, addressing the specific barriers and issues raised by the mentee.

### 5. Sharing Best Practices:

- ▶ The mentor shares various good practices that are easily replicable, based on their own experience and additional resources.

### 6. Discussion:

- ▶ Engage in a discussion to determine the applicability of these good practices to the mentee's situation and how they can be adapted.

### 7. Further Learning:

- ▶ Guidance on where to find more information, additional ideas, and experienced individuals related to specific barriers and topics.



This structure ensured that mentees receive personalized support while gaining practical knowledge and resources to address the challenges they face in coaching refugee women.

Some pairs in the REWINS 2.0 mentorship programme adhered to the initial structure because it suited them, while others followed different paths based on their initial discussions. The process of asking relevant questions helps uncover aspirations and obstacles, allowing the mentor to tailor their approach. Most first sessions focused on these questions, deepening the understanding established through initial questionnaires and establishing a diagnosis:

*“We identified challenges and spoke about our experiences. We identified areas to improve and areas to base our strategy. We also discussed future plans, objectives, and goals, and the potential barriers the mentee sees.”*

Many following sessions focused on strengths and weaknesses, with mentors sharing experiences and best practices adapted to the issues. This second session was considered the solution framework session:

*“We discussed different best practices for addressing challenges and the difficulty in implementing a consistent methodology in every session. We included some practical activities for team building that mentees requested. We talked about the strengths and weaknesses they have as coaches and practiced more activities and exercises, focusing on methods and community.”*

*“We had a long individual discussion about personal motivations for coaching and how this helps the mentee continue despite difficulties and barriers discussed in session 1. The mentee asked for help in planning a session, so we worked on this. We also talked about leadership, communication, and using sports to work with different groups.”*

The third and fourth sessions were usually dedicated to execution:

*“We prepared a 30-minute training session for the refugee women team, including warm-up, activities, and football exercises.”*

*“We drew a picture of the ideal partner to complement efforts in a new NGO, identifying key knowledge, skills, and values, and discussing team creation and the impact of diverse qualities.”*

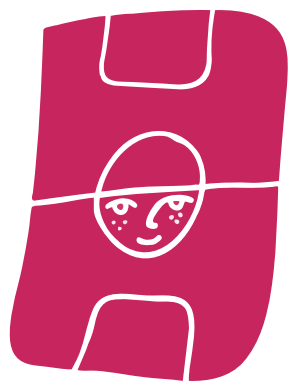
### Program Content

In collaboration with selected mentors, the program content was tailored to meet the specific needs of mentees, focusing on the following themes:

- ▶ **Cultural Competency:** Training on cultural sensitivity, understanding trauma, and addressing the specific challenges faced by refugee women.
- ▶ **Communication Skills:** Techniques for effective communication, including overcoming language barriers and utilizing non-verbal communication.
- ▶ **Sport-Specific Training:** Coaching techniques tailored to the physical and psychological needs of refugee women.
- ▶ **Mental Health Awareness:** Recognizing signs of trauma and stress, and understanding when and how to refer individuals to professional services.

### Monitoring and Evaluation

- ▶ **Feedback Mechanisms:** It is essential to keep track of the progress of each pair of mentor/mentee, but also to install feedback mechanisms both for mentors and mentees. Ideally, that feedback should be secured (anonymous) and the mentor or mentee should feel safe in providing it.
- ▶ **Impact Assessment:** Evaluate the overall impact of the programme on mentor and mentee. It is recommended to provide an evaluation form to both mentor and mentee before the programme starts and at its end, to evaluate its impact and make room for improvement. In the case of the REWINS 2.0 programme, mentees were also asked to fill in an evaluation form after each session.



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