

# FINAL INTERNATIONAL REPORT

UPPeal

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## Table of Contents

Authors: .....	1
About the project.....	6
Historical outline of mentoring projects/programs/research .....	7
Historical outline of mentoring projects/programs/research in Bulgaria: .....	7
Historical outline of mentoring projects/programs/research in Italy: .....	8
Historical outline of mentoring projects/programs/research in Spain:.....	11
Historical outline of mentoring projects/programs/research in the Cyprus:.....	13
Legal framework - policies on mentoring teaching, training and practice in Bulgaria .....	18
Legal framework - policies on mentoring teaching, training and practice in Bulgaria.....	18
Legal framework - policies on mentoring teaching, training and practice in Cyprus.....	24
Legal framework - policies on mentoring teaching, training and practice in France.....	25
Legal framework - policies on mentoring teaching, training and practice in Italy .....	26
Legal framework - policies on mentoring teaching, training and practice in Portugal.....	28
Legal framework - policies on mentoring teaching, training and practice in Spain.....	29
Key country-specific research and publications on mentoring, including teaching materials and national authors .....	33
Bulgaria - Key country-specific research and publications on mentoring, including teaching materials and national authors.....	33
Cyprus - Key country-specific research and publications on mentoring, including teaching materials and national authors.....	35
France - Key country-specific research and publications on mentoring, including teaching materials and national authors.....	36
Italy - Key country-specific research and publications on mentoring, including teaching materials and national authors.....	38
Portugal - Key country-specific research and publications on mentoring, including teaching materials and national authors.....	42
Spain - Key country-specific research and publications on mentoring, including teaching materials and national authors.....	46
Teaching framework and methodology for Mentoring.....	55
Teaching framework and methodology for Mentoring used in Bulgaria (if applicable) .....	55
Teaching framework and methodology for Mentoring used in Cyprus (if applicable) .....	57
Teaching framework and methodology for Mentoring used in Italy (if applicable) .....	58

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Teaching framework and methodology for Mentoring used in Portugal (if applicable) .....	59
Teaching framework and methodology for Mentoring used in Spain (if applicable) .....	60
Good practices in the application of the competency approach in the design and development of the professional competencies of mentors, in particular digital competencies .....	64
Bulgaria - Good practices in the application of the competency approach in the design and development of the professional competencies of mentors, in particular digital competencies .....	64
Cyprus - Good practices in the application of the competency approach in the design and development of the professional competencies of mentors, in particular digital competencies. ....	73
France - Good practices in the application of the competency approach in the design and development of the professional competencies of mentors, in particular digital competencies .....	74
Italy - Good practices in the application of the competency approach in the design and development of the professional competencies of mentors, in particular digital competencies .....	75
Portugal - Good practices in the application of the competency approach in the design and development of the professional competencies of mentors, in particular digital competencies .....	77
Spain - Good practices in the application of the competency approach in the design and development of the professional competencies of mentors, in particular digital competencies .....	78
Key actors/organizations/in the teaching, training, and practice of mentoring for non-profit organizations .....	84
Bulgaria - Key actors/organizations/in the teaching, training, and practice of mentoring for non-profit organizations. (Specifically add for each organization whether they offer e-mentoring or just in person):.....	84
Cyprus - Key actors/organizations/in the teaching, training, and practice of mentoring for non-profit organizations. (Specifically add for each organization whether they offer e-mentoring or just in person):.....	87
France - Key actors/organizations/in the teaching, training, and practice of mentoring for non-profit organizations. (Specifically add for each organization whether they offer e-mentoring or just in person):.....	88
Italy - Key actors/organizations/in the teaching, training, and practice of mentoring for non-profit organizations. (Specifically add for each organization whether they offer e-mentoring or just in person):.....	90



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Portugal - Key actors/organizations/in the teaching, training, and practice of mentoring for non-profit organizations. (Specifically add for each organization whether they offer e-mentoring or just in person): .....	92
Spain - Key actors/organizations/in the teaching, training, and practice of mentoring for non-profit organizations. (Specifically add for each organization whether they offer e-mentoring or just in person):.....	94
Digital tools used for mentoring in the country:.....	99
Digital tools used for mentoring in Bulgaria:.....	99
Digital tools used for mentoring in Cyprus: .....	103
Digital tools used for mentoring in Italy: .....	104
Digital tools used for mentoring in Portugal: .....	104
Digital tools used for mentoring in Spain:.....	106
Limitations and challenges for the practice of mentoring in non-profit organizations in the country:.....	110
Limitations and challenges for the practice of mentoring in non-profit organizations in Bulgaria:.....	110
Limitations and challenges for the practice of mentoring in non-profit organizations in Cyprus: .....	111
Limitations and challenges for the practice of mentoring in non-profit organizations in France: .....	112
Limitations and challenges for the practice of mentoring in non-profit organizations in Italy:113	
Limitations and challenges for the practice of mentoring in non-profit organizations in Portugal:.....	113
Limitations and challenges for the practice of mentoring in non-profit organizations in Spain: .....	114
Main mentoring projects/initiatives in the country and implementation results (i.e. number of mentees supported, number of meeting hours, impact of the initiative vs initial objective):.....	117
Main mentoring projects/initiatives in Bulgaria and implementation results (i.e. number of mentees supported, number of meeting hours, impact of the initiative vs initial objective): ..118	
Main mentoring projects/initiatives in Cyprus and implementation results (i.e. number of mentees supported, number of meeting hours, impact of the initiative vs initial objective): ..120	
Main mentoring projects/initiatives in France and implementation results (i.e. number of mentees supported, number of meeting hours, impact of the initiative vs initial objective): ..121	
Main mentoring projects/initiatives in Italy and implementation results (i.e. number of mentees supported, number of meeting hours, impact of the initiative vs initial objective):.....122	

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Main mentoring projects/initiatives in Portugal and implementation results (i.e. number of mentees supported, number of meeting hours, impact of the initiative vs initial objective): ..	129
Main mentoring projects/initiatives in Spain and implementation results (i.e. number of mentees supported, number of meeting hours, impact of the initiative vs initial objective): ..	132
Other comments/remarks:.....	147
Cyprus - Other comments/remarks:.....	147
France - Other comments/remarks: .....	151
Spain - Other comments/remarks: .....	151
Bibliography: .....	159
Bulgaria Bibliography:.....	159
Cyprus - Bibliography: .....	160
France - Bibliography: .....	166
Italy - Bibliography: .....	167
Portugal - Bibliography: .....	169
Spain - Bibliography: .....	171



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## About the project

The Upskill and update e-mentoring through innovative tools to prevent NEET and disadvantaged young people (Uppeal) project brings together a cross-sector strategic partnership to design, update, and upskill through a digital curriculum staff for e-mentoring, so to support the innovation in creating, piloting, and disseminating an interactive tool to be used by communities in the participating project countries (Italy, Portugal, Bulgaria, Cyprus, Spain and France) and across Europe. By doing this it will be possible to increase quality, innovation, and recognition of youth work in e-mentoring.

In the frames of the project activities all partners explored, systematised, and analysed current ideas, concepts and best practices identifying the application of digital competence of the mentor, specifying opportunities, limitations and perspectives in their critical interpretation. Based on the desk research method each organization created national study reports presented here by in the Final International Report.



## Historical outline of mentoring projects/programs/research

### ***Historical outline of mentoring projects/programs/research in Bulgaria:***

Mentoring has been known for centuries as a form of training, personal development, social responsibility and a manifestation of respect between generations. In a contemporary world, mentoring has taken on new meanings and the concept has expanded its scope, giving both organizations and individuals the impetus to aim for superiority.

In Bulgaria mentoring as a concept has evolved over past 20 years expanding into three main sectors such as:

- Business mentoring - targets the personal development of people who are specialists in their fundamental skills but need extra assistance in other skills areas, expertise or knowledge;
- Academic/educational mentoring;
- Mentoring in social sector – as a tool for social support of disadvantaged families and youth;

In the last ten years, Bulgaria is facing a new trend with the development of specialized mentoring programs for young teachers and professionals. Mentoring in its various dimensions is a priority in the educational policies of Bulgaria, and it must be professionally organized and qualitatively implemented by Bulgarian educational institutions. Mentoring of newly hired teachers is a key element of human resource management of Bulgarian educational system. An important aspect of the qualification of Bulgarian teachers is related to the provision of professional support in the process of adaptation and development of newly recruited pedagogical specialists.

Mentoring plays an important role not only in learning in a work environment, but it also benefits the company's reputation and work environment. Trainings under the guidance of mentors, conducted in a real working environment, are very important for students from vocational schools because they increase their opportunities for future professional realization. Given the lack of visible active cooperation between schools and businesses in



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the machinery, metalworking and metallurgy sectors, there are many benefits for companies that promote mentoring programs.

Mentoring programs connect one mentor and one recipient of mentoring support based on their shared interests, needs, goals, strengths, and personal qualities, and provide them with the opportunity to create long-term mutually beneficial relationships and shared experiences.

### ***Historical outline of mentoring projects/programs/research in Italy:***

The concept and practice of mentoring in Italy have evolved significantly over the past few decades, characterized by various projects, programs, and research initiatives aimed at different target groups and objectives. Below is a outline of the historical development of mentoring in Italy, based on some studies and reports.

The actual term "mentoring" as a modern concept was first introduced in scientific terms in Italy by Quaglino and Cortese in 1997, in their articles published in "Sviluppo e Organizzazione". Around the same time, the ISFOL (Istituto per lo Sviluppo della Formazione Professionale dei Lavoratori) released an entire issue of its "Quaderni di formazione" dedicated to the functions of corporate tutors, noting how these roles sometimes evolved into informal mentoring.

At the dawn of the 2000s, the ISFOL, under the direction of Alessandra Felice, initiated a comparative research project on existing mentoring practices across Europe. This ambitious study, involving partners from France, Spain, Greece, and later the Middlesex University in the UK, included key Italian figures such as Michele Del Campo (Director of Ial Toscana, Florence) and Matteo Perchiazzi (at the time researcher and trainer in human resource management and career orientation, today one of the leading mentoring experts in Italy).

The findings of this research were published in 2004 in the ISFOL volume "CAMEO" (see below) curated by Alessandra Felice and Alessandra Tagliavini. The study revealed that the modern concept of mentoring was largely unfamiliar in Italy, except for a few pioneering



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examples inspired by Anglo-Saxon and American models. Notable instances included the Associazione Ex Allievi Nunziatella, the Associazione Mentoring USA-Italia, Coca Cola Food's Italian branch, Elea, and Ceref, which applied mentoring in organizational contexts for talent management, value transmission, professional orientation, combating school dropout, and social inclusion.

Concurrently, during 2000-2002, further initiatives emphasized the emerging relevance of mentoring in various sectors. By 2005, Alessandra Felice published two significant volumes: "Guida al mentoring in carcere" and "Guida al mentoring: istruzioni per l'uso," under the FSE (European Social Fund) and ISFOL, providing comprehensive guidelines and practical instructions for mentoring programs, particularly in correctional facilities and general usage.

Mentoring in Italy has often been linked to voluntary activities, especially following the enactment of Law No. 266/1991 (see next section). This law formalized the activities of voluntary organizations, which included mentoring as part of their broader support services. The law emphasized the importance of organized, project-based voluntary activities, marking a shift from individual volunteer initiatives to structured programs involving collaboration between public and private organizations.

One of the significant early mentoring projects was the "Mentore" (2000) project at the University of Bari, part of the Programma Operativo Nazionale (PON). This project aimed to reduce university dropout rates and shorten the time students spent in their courses. It involved secondary school teachers, university professors, and psychologists, targeting both high school and university students. Activities included orientation, tutoring, and support in study methodologies, as well as exit strategies for graduates entering the job market.

The mentoring project of the Scuola Militare Nunziatella in Napoli, promoted by the Associazione Nazionale Allievi Nunziatella. This initiative started from a mailing list of about 600 former pupils scattered all over the world and developed into a discussion group on Yahoo. The idea of an exclusively online mentoring service, developed through the Internet, arose from the desire to maintain the link between new alumni and the Association.



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Giorgio Draskovic came up with the idea of offering the services of alumni, who were considered competent and experienced professionals, to provide other alumni with the guidance they needed to plan a personalised study and career path, to be used while still attending university or having just finished their studies. This experiment, which is still ongoing in an 'enlarged' version, was only conducted among the school's alumni, with the intention of extending the service to students in their final year of high school.

The service was carried out exclusively telematically via the Yahoo forum groups dedicated to mentoring at Nunziatella. The entire service is implemented through the Internet with the use of email, chat, webcams, instant messenger and microphones. .

In the social and professional domains, several regional initiatives have emerged. The "Investire in Rosa" (early 2000s) project in Tuscany focused on promoting managerial skills among female entrepreneurs by pairing them with experienced mentors. This initiative aimed to support the creation and management of small businesses by women.

The "Rete per l'adozione professionale degli immigrati" project in Umbria utilized mentoring to facilitate the professional integration of immigrants. Retired professionals acted as mentors, transferring their knowledge and skills to help immigrants enter the job market.

Since 1996, the municipality of Pontassieve, together with the municipalities of Pelago and Rufina, has been managing "Progetto Help," a mentoring initiative aimed at young people in compulsory education who face various challenges that may lead to marginalization or school dropout. This project, renewed annually, involves all public entities dealing with minors. The project is founded on the principles of "active citizenship" and "competent community," emphasizing that citizens are active participants in community life, utilizing their skills and experiences from education, life, and hobbies (such as pedagogy, psychology, education, art, music, dance, sports, and theater). The project includes a structured training programme with initial and ongoing sessions, and mentors and mentees meet regularly in a variety of settings such as schools, libraries, clubs, churches and even in the mentees' homes with parental permission. The aim was to provide guidance and support to help mentees overcome their challenges and achieve academic and social success.



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Established in 1997, Mentoring USA/Italy was a non-profit organization providing one-on-one mentoring support to children and adolescents facing academic and social challenges. Inspired by the New York State Mentoring Program founded by Matilda Raffa Cuomo in 1987, this initiative aimed to combat school dropout rates and improve academic performance among students. Mentoring USA/Italy paired young students aged 6 to 18 with mentors, often university or high school students, who helped them develop self-esteem, academic skills, and social integration. The program operated in various Italian regions, including Basilicata, Calabria, Campania, Lazio, Lombardia, Puglia, Sicilia, and Veneto, in collaboration with local authorities, universities, and private organizations. Mentors underwent training to address issues such as communication, counseling, and adolescent development, ensuring they could effectively support their mentees' growth and empowerment. The program's ultimate goal was to foster a supportive environment where young individuals could realize their full potential and become confident, productive members of society. Whether the program continues to operate today is not specified, but its framework and impact remain noteworthy.

### ***Historical outline of mentoring projects/programs/research in Spain:***

Mentoring in Spain has grown from informal, localized initiatives to structured, widespread programs supported by government policies, nonprofit organizations, and private sector involvement. This evolution reflects a broader recognition of the value of mentoring in personal, educational, and professional development. The continuous adaptation to digital tools and a focus on inclusion highlight the dynamic nature of mentoring practices in Spain.

Mentoring has evolved significantly in Spain over the years, encompassing various sectors such as education, professional development, and social inclusion. Here's a historical overview of notable mentoring projects, programs, and research in Spain:



## 1. Early Initiatives (Pre-2000s)

- **Educational Mentoring in Schools:** Early forms of mentoring in Spain can be traced back to informal teacher-student relationships within schools, where experienced teachers provided guidance and support to newer teachers and students.
- **University Tutoring Programs:** Spanish universities began experimenting with tutoring and mentoring programs to support student retention and academic success. These were primarily faculty-led initiatives aimed at helping freshmen adjust to university life.

## 2. 2000s: Formalization and Expansion

- **Mentoring Programmes at the University:** Universities started formalizing mentoring programs. For example, the University of Deusto and University of Barcelona developed structured mentoring schemes to support students academically and professionally.
- **Youth Mentoring Initiatives:** Nonprofit organizations like Fundación Tomillo and Fundación Exit launched mentoring programs targeting at-risk youth, focusing on education, career guidance, and personal development.

## 3. 2010-2015: Government and EU Involvement

- **Introduction of Dual Vocational Training (2012):** The Spanish government introduced the Dual Vocational Training (VET) model, integrating mentoring as a key component to combine classroom learning with practical, on-the-job training.
- **Erasmus+ Programs:** European Union funding through Erasmus+ supported various mentoring and educational exchange programs, promoting international collaboration and best practices in mentoring.
- **LOMCE (2013):** The Organic Law for the Improvement of Educational Quality (LOMCE) emphasized career guidance and competency-based education, indirectly supporting the development of mentoring programs within the educational system.



#### 4. 2015-2020: Growth and Diversification

- **Professional and Industry Mentoring:** Corporations and professional associations in Spain, such as IE Business School and Fundación Princesa de Girona, expanded mentoring programs aimed at developing leadership and entrepreneurship skills.
- **STEM Mentoring Programs:** Initiatives like Mujeres Tech and Technovation Girls Spain focused on mentoring young women in science, technology, engineering, and mathematics (STEM), addressing gender disparities in these fields.
- **Research and Evaluation:** Increased focus on evaluating the impact of mentoring programs. Studies and publications by academic institutions and research bodies, such as the Spanish Foundation for Science and Technology (FECYT), explored the effectiveness of different mentoring models and their outcomes.

#### 5. 2020-Present: Digital Transformation and Inclusion

- **Online and Hybrid Mentoring Programs:** The COVID-19 pandemic accelerated the adoption of digital platforms for mentoring. Programs adapted to online and hybrid formats to ensure continuity and accessibility.
- **Inclusion and Diversity:** Mentoring programs increasingly addressed issues of social inclusion, diversity, and equity. Initiatives focused on supporting marginalized groups, including immigrants, refugees, and individuals with disabilities.
- **Government and Regional Programs:** Continued support and funding from national and regional governments for mentoring initiatives aimed at reducing school dropout rates, improving employability, and fostering social cohesion.

#### ***Historical outline of mentoring projects/programs/research in the Cyprus:***

Although detailed historical data on mentoring programs specific to Cyprus is scarce, the global context provides valuable insights. Historically, mentoring has evolved from traditional face-to-face interactions to include digital and e-mentoring platforms, adapting



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to educational and professional development needs across various sectors. In Cyprus, mentoring initiatives align with broader European trends, focusing on enhancing skills in areas such as education, healthcare, and business. The introduction of e-mentoring reflects a shift towards more flexible, accessible forms of professional development, accommodating the diverse needs of a modern workforce.

**Historical Outline and Comparison.** While Cyprus' mentoring landscape may lack extensive historical documentation compared to broader European contexts, it follows similar evolutionary trends seen across the European Union (EU)—transitioning from traditional to more digital and e-mentoring formats to accommodate various sectors. The EU has a rich history of mentoring, strongly supported by policies and frameworks that encourage lifelong learning and professional development across member states, which Cyprus adopts and implements on a local scale.

**Definition.** Mentoring is defined as a developmental relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person. It is often a long-term relationship with a focus on supporting the growth and development of the mentee.

**Comparison.** While Cyprus might not have a detailed chronicling of mentoring programs, it mirrors the EU's evolution from traditional mentorship to incorporating digital and e-mentoring. The EU's extensive history with structured mentoring programs across various sectors supports an integrated approach that Cyprus adopts to cater to local needs.

**Good Practice.** A best practice in historical documentation of mentoring programs involves maintaining comprehensive records and evaluations of mentoring outcomes, which can inform future program designs and improvements.

## **Historical Outline and Program Development**

**Action.** Develop a centralized repository of historical data and ongoing documentation on mentoring programs in Cyprus. This will aid in assessing the evolution and impact of mentoring over time.



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**Rationale.** A well-documented history can provide insights into successful practices and areas needing improvement, serving as a foundational tool for future program development and policy making.

### **Detailed Historical Outline of Mentoring in Cyprus**

**Mentoring in Educational Leadership.** Newly Appointed Principals in Greece and Cyprus: Comparing Roles, Challenges, and Requirements (Lazaridou & Lyman, 2015) highlights the initiation of mentoring programs to support new school principals, emphasizing the roles, challenges, and selection criteria for school principals in Cyprus. This study emphasizes the importance of structured mentoring in helping new principals navigate their responsibilities effectively (Lazaridou & Lyman, 2015).

**Mentoring for Sustainable Development.** Mentoring as a Strategy for Empowering Education for Sustainable Development in Schools (Kadji-Beltran et al., 2014) documents a large research project that used mentoring to empower educators to implement sustainable development practices in schools. This study shows the recent enactment and impact of mentoring in promoting sustainability education in Cyprus, noting that educators gained confidence and improved their teaching practices through mentoring (Kadji-Beltran et al., 2014).

**Teacher Professional Development.** Underpinnings of Adult Learning in Formal Teacher Professional Development in Cyprus (Karagiorgi et al., 2008) and Teacher Professional Development in Cyprus: Reflections on Current Trends and Challenges in Policy and Practices (Karagiorgi & Symeou, 2006) discuss the incorporation of mentoring within professional development programs for teachers. These studies outline how mentoring has been used as a support mechanism to enhance teacher skills and integrate adult learning principles in professional development. They also emphasize the need for continuous professional development to improve educational outcomes (Karagiorgi et al., 2008; Karagiorgi & Symeou, 2006).

**Conflict Resolution and Continuous Development.** Training in Conflict-Habituated Systems: Lessons from Cyprus (Diamond, 1997) and The Application of the Concept of



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Continuous Development to the Cyprus Educational System (Tsiakkios, 2005) provide historical context on how mentoring and coaching have been integral to continuous professional development and conflict resolution training in the educational sector of Cyprus. These studies highlight the role of mentoring in fostering a supportive environment and addressing challenges related to conflict and professional growth (Diamond, 1997; Tsiakkios, 2005).

**Sustainability Education and Policy.** Sustainability Education Research and Policy in Cyprus: An Investigation into Their Roles and Relationships (Zachariou & Korfiatis, 2023) discusses the role of mentoring in sustainability education, showcasing research-tested ideas like mentoring and participatory seminars that have influenced educational policies. The study indicates that mentoring has been instrumental in bridging the gap between policy and practice in sustainability education (Zachariou & Korfiatis, 2023).

**Social Work Education in Cyprus.** Prospects and Challenges in Developing an Indigenous Character (Panagiotopoulos & Spaneas, 2017) explores how mentoring supports professional development in social work education. The study highlights the importance of mentoring in bridging the gap between theoretical knowledge and practical application, emphasizing the need for tailored mentoring programs that address the specific challenges faced by social work professionals in Cyprus. The authors argue that mentoring plays a crucial role in developing an indigenous character in social work education, promoting culturally relevant practices (Panagiotopoulos & Spaneas, 2017).

Adult and Continuing Education in Cyprus (Gravani & Ioannidou, 2014) discusses the role of mentoring in adult education. The research emphasizes the significance of mentoring in supporting lifelong learning and professional development among adult learners. The study also highlights the challenges and opportunities in implementing effective mentoring programs in the context of adult education, stressing the importance of continuous support and guidance to enhance learning outcomes (Gravani & Ioannidou, 2014).

**School Leadership and Principalship.** Women in Primary Education Principalship in Cyprus: Experiences from Past to Present (Kyriacou-Savva, 2013) examines the experiences of female principals in Cyprus and the role of mentoring in their professional journeys. The

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study reveals that mentoring has been instrumental in helping female educators navigate the challenges of leadership roles in primary education. The research underscores the importance of mentoring in promoting gender equity and empowering women in leadership positions within the educational sector (Kyriacou-Savva, 2013).

**Educational Reform and Policy Development.** Exploring Educational Reform 2004-2014 (Klerides & Philippou, 2015) provides an overview of educational reforms in Cyprus, including the role of mentoring in supporting these changes. The study discusses how mentoring has been integrated into various educational reform initiatives to enhance the professional development of educators and support the implementation of new policies. The authors highlight the need for effective mentoring programs to ensure the successful adoption of reforms and the continuous improvement of the educational system (Klerides & Philippou, 2015).

**Professional Development in STEM Education.** Augmented Reality in Lower Secondary Education: A Teacher Professional Development Program in Cyprus and Greece (Lasica, Meletiou-Mavrotheris, & Katzis, 2020) explores a professional development program that incorporates mentoring to help teachers integrate augmented reality into STEM education. The study highlights the role of mentors in providing support and guidance to teachers as they adopt new technologies and innovative teaching methods. The research indicates that mentoring is essential in helping educators overcome challenges and improve their teaching practices in STEM subjects (Lasica et al., 2020).<sup>1</sup>



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## Legal framework - policies on mentoring teaching, training and practice in Bulgaria

### ***Legal framework - policies on mentoring teaching, training and practice in Bulgaria***

Mentoring is widely used in different organizations - most often in introduction, adaptation to work and socialization of newly hired employees; about development of skills necessary for the successful performance of the current position; about career development, in preparation for taking up a new position or taking on new responsibilities; in talent management; for the transfer of knowledge and experience between generations and ensuring continuity; for the acquisition and improvement of leadership skills. It is often used in implementation of internship and internship programs, dual training, etc

According to the definition of the British Institute of Personnel Development (CIPD), mentoring is "a long-term process of supporting, guiding and advising, most often a professional by a more experienced colleague, who imparts to them deeper experience, expertise and understanding of work and the workplace. It is a form of long-term purposeful development of young professionals through observation, listening, asking questions and giving guidance, which brings benefits to the organization/institution."

Mentoring, on the other hand, is a process of individual support and encouragement provided by experienced and motivated professionals (American Psychological Association, 2006). With regard to the centers for children and young people of family type, mentoring performs significant functions in providing educational, upbringing and psychological support. Therefore, mentoring can be focused on working in different areas - both education and career guidance, as well as social integration and development of personal skills.

Mentoring can also be defined as a specific type of interaction based on trust, in which the mentor provides guidance, advice, skills and knowledge to help children achieve their goals. The purpose of mentoring support in family-type social services is to help children develop



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as individuals and future professionals who are able to cope with various life challenges and overcome barriers that stop their success in integrating into society.

Mentoring children and young people from residential social services is a specific form of support and encouragement that aims to help these vulnerable groups of individuals develop their potential, adapt to the living conditions in an institutional environment and overcome the challenges they face. Therefore, the main goals of mentoring programs for children and young people placed in residential care should be focused on various areas of interaction and support, such as (Hristo Botev Boarding School, 2019).

The process of mentoring children and young people from residential social services generally includes several main steps. First of all is the selection of mentors. Mentors who work with children and young people from family-type residential services are carefully selected, assessing their ability to create positive and supportive relationships with specific children. This is followed by the formulation of the individual approach to care. Every child or youth has their own unique needs and challenges. Mentors focus on individual approaches to supporting each child so that their needs are met to the maximum extent. The stage of regular communication between mentors and children/young people is key to establishing trust and success in mentoring support. Last but not least, the participation of family and other staff members in the mentoring program should also be planned. Successful mentoring involves collaborating with parents or different professionals to achieve synergy in support and encouragement efforts.

In professional development, mentoring is very popular as a practical tool to close the gap between the different generations of human resources. Mentoring is a tool which helps bring generations closer together due to the fact that it implies a personal interaction between the different ages. It is mentoring that is the tool in which employees from different generations interact, exchange formal knowledge and experience in informal way and share their emotions, thoughts, feelings, life experience, understandings and build fruitful relationships. "Mentoring" is a process that involves communication and is based on relationships.

Currently, there are more than 50 definitions of mentoring in the specialized literature, which define it as:



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- a relationship where a more experienced or knowledgeable person helps to guide a less experienced or less knowledgeable person";
- A learning and development partnership between someone with extensive experience and someone who wants to learn.
- Process for informal transfer of knowledge, social capital and psychosocial perceived by the recipient as appropriate for the job, career or professional development.

Mentoring is the transfer of professional experience and expertise from one person to another a person who has no or less professional experience in a given field. In its wider understanding mentoring goes beyond the boundaries of professionally developed and can be considered as the transmission of knowledge and experience also about life, social relationships, values and culture for the purpose of the overall development of the person, in this case – the supported employee.

Nowadays, mentoring has shifted towards the virtual reality, taking advantage of the digital realm in order to improve the efficiency of the mentoring process and to enable an increased number of individuals to benefit from the advantages of mentoring practices. In addition, mentoring software is a very useful tool for the facilitation of the mentoring process, as it facilitates collecting mentor-mentee information and preliminary matching procedures of mentors and mentees.

Technology is increasingly used in the mentoring process because of its widespread accessibility and potential to overcome the barriers of time and geographical location between mentors and mentees.

Electronic/online mentoring uses emails, chats, messengers, social media such as Facebook, Twitter, Instagram, video conferencing. It is an alternative to traditional mentoring models face-to-face and is extremely convenient when they arise transport, geographic, health obstacles, etc. The use of information and communication technologies in the mentoring process take their natural place as well as and in every sphere of the economic and social life of the modern man and allows mentoring to be carried out in any way time that is convenient for the mentor and the assisted employee.

E-mentoring is an environment without borders and restrictions, in which mentors and support staff can easily meet and use the diversity of opportunities to acquire knowledge. In

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addition, E-mentoring is suitable for both mentoring relationships in which only one person participates as a mentor and one assisted employee, as well as for group mentoring. E-mentoring can be combined with the traditional face-to-face mentoring.

Cross-mentoring/cross-mentoring – applied in cases where the mentor and the assisted employee come from different enterprises.

### **Reverse mentoring**

Very often, mentors are older and, accordingly, more experienced employees in the company, but the so-called. Reverse (reverse) mentoring. It is an approach that organisations implement to make use of the opportunity for two-way knowledge exchange between different generations of the workforce. In reverse mentoring, the more experienced ones are mentored by younger employees on topics such as technology, social media, modern trends, etc. Reverse mentoring offers multiple benefits for mentors and mentorship and leads to increased mutual understanding and cooperation between generations, to create a favorable and productive working atmosphere.

### **Developmental (career) mentoring opportunity**

This is a workplace mentoring program in which a senior leader guides a junior employee with the goal of supporting the mentee's professional development. When people think of career mentoring, they often envision this type of one-on-one mentorship.

The mentor essentially serves as a role model by providing insight into how to succeed in one's chosen career field. It is a viable option for companies wanting to introduce their employees to mentoring for the first time or to provide them with more opportunities for growth.

### **New manager mentoring opportunity**

A mentorship program can provide new managers with the skills they need to excel in their roles and effectively lead their teams and direct reports. The transition from employee to



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manager is often a difficult one, so being provided with support from a mentor can make this process much smoother.

### **Mentoring support for the development of leadership skills**

#### Mentoring as a Tool for Succession Management

Succession planning is related to the timely identification of development and long-term preservation of the knowledge and contributions of key managerial positions, or those holding scarce professions through training and training of other people who may hold this position, in case of its vacancy. Practice shows that mentoring is one of the effective tools for transfer of knowledge between employees of different generations to ensure the continuity in terms of retaining key knowledge and competences for organizations.

A good example of a mentoring practice is the program for academic mentoring of newly appointed teachers and principals within the project "Better Teachers, Better Quality Education", implemented by the Faculty of Education of the University of Plovdiv. It includes individual meetings, group meetings once a month and e-mentoring – within a specially designed website. It is planned to develop a training program for teachers-mentors for each school within 100 hours.

### **Strategic documents which include policies for mentoring**

In 2021, a **Strategic Framework for the Development of Education, Training and Learning in the Republic of Bulgaria (2021 - 2030)** was adopted. The Strategic Framework is prepared in line with current strategic documents at global and European level, which outline a vision for high-quality, inclusive, value-oriented and lifelong education, training and learning. It sets goals for inclusion at each stage of education:

- Implementation of inclusive care and models for adaptation and smooth transition of the child and the student to the conditions in kindergarten and school, as well as the transition between the different stages and levels;
- Using educational platforms and sharing effective models to support high-quality and inclusive education and lifelong learning;



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- Providing a system of accessible and quality services for systematic career guidance from early childhood and at school in connection with the successful realization of the labor market;
- Systematic career guidance and counseling of students at each stage of education to discover their professional interests;
- Establish an integrated system for career guidance and vocational education and training for learners and adults.

Mentoring - in secondary and higher education, mentoring programs are offered to support students, students both to adapt to the educational process, increase success, and to build confidence in learning and transition to a further educational degree or profession. There are also mentoring programs designed to support underrepresented (minority) groups in different fields (science and technology, for example).

### **Strategy for the Development of Higher Education in the Republic of Bulgaria 2021-2030**

By Decision of the 44th National Assembly of 17 December 2020, the Strategy for the Development of Higher Education in the Republic of Bulgaria for the period 2021-2030 was adopted.

The goals of mentoring at the University are related to:

- increasing students' self-confidence;
- increasing motivation for learning and analyzing the importance of higher education;
- creating networks between pupils (students) and businesses;
- reducing prejudice against young people from minority groups by employers.



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## ***Legal framework - policies on mentoring teaching, training and practice in Cyprus***

The legal framework for mentoring in Cyprus aligns with European Union (EU) directives and local laws that regulate educational and professional standards. Organizations like the European Mentoring and Coaching Council Cyprus ensure adherence to best practices and ethical standards in mentoring. These standards are crucial for maintaining the quality and consistency of mentoring across different fields, providing structured guidelines for both mentors and mentees to follow (European Mentoring and Coaching Council Cyprus, n.d.).

**Legal Framework and Policies Comparison.** Cyprus adheres to EU directives and local regulations that guide mentoring practices in education and professional fields. This alignment ensures that mentoring standards in Cyprus are comparable to those across the EU, which are characterized by a focus on ethical practices, continuous professional development, and quality assurance in mentoring relationships (European Commission, 2020).

**Definition.** The legal framework for mentoring encompasses the laws and regulations that govern how mentoring programs are designed, implemented, and evaluated to ensure ethical standards and protect the rights of all participants.

**Comparison.** Both Cyprus and the broader EU adopt legal frameworks that ensure mentoring practices meet high ethical standards and professional requirements, encouraging consistency and quality in mentoring experiences.

**Good Practice.** Ensuring that mentoring programs are compliant with both national and international standards is crucial. Regular audits and updates to these programs help maintain their relevance and effectiveness (European Mentoring and Coaching Council, n.d.).

### **Legal Framework and Policy Enhancement**

**Action.** Regularly review and update mentoring policies and legal frameworks to align with evolving EU standards and best practices. This could include specific guidelines for various sectors such as education, business, and non-profit organizations.



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**Rationale.** Keeping legal and policy frameworks up-to-date ensures that mentoring programs operate within a clear, standardized, and ethical context, enhancing overall effectiveness and compliance (European Commission, 2020).

### **Policy and Community Engagement**

**Action.** Engage policymakers, educational institutions, businesses, and community leaders in discussions about the role and impact of mentoring, aiming to integrate mentoring into national development strategies.

**Rationale.** Broad engagement can help ensure that mentoring is recognized as a valuable tool for social and economic development, leading to greater investment and policy support (European Mentoring and Coaching Council, n.d.).

### ***Legal framework - policies on mentoring teaching, training and practice in France***

According to the Ministry of National Education, Higher Education and Research (n.d.), the French education system is characterised by a strong central State presence in the organisation and funding of education. It is regulated by the Ministries of National Education, Higher Education and Research within a framework defined by the Parliament, which states the fundamental principles of education. The State plays a major role in governance, defining curricula, organising teacher admissions, recruiting and training teachers and inspectors, and funding the public education system, including subsidising private schools. Local authorities, since the 1980s decentralisation process, have taken on significant roles in ensuring the material operation of the system.

Public education is secular and free, with compulsory pre-primary education starting from age three. Pupils follow a unified curriculum until age 15, after which they specialise in general, technological, or vocational tracks leading to the baccalauréat. Higher education includes universities with open admissions and selective Grandes Écoles. In 2017, the system served around 15.2 million students, with 2022 domestic expenditure on education at 180



billion euros (6.8% of GDP).

The "Code de l'éducation" (Education Code) unites all legislative and regulatory provisions relating to the French educational system in a single reference document. It deals with general principles and administration, teaching, higher education, and personnel. (Code de l'éducation, 2024)

### ***Legal framework - policies on mentoring teaching, training and practice in Italy***

As mentioned above, mentoring in Italy has often been associated with voluntary activities, especially after the enactment of Law No. 266/1991. This law, entitled 'Legge quadro sul volontariato', formalised the activities of voluntary organisations and included mentoring as part of their wider support services. The legislation emphasised the importance of organised, project-based voluntary activities, marking a shift from individual volunteer initiatives to structured programmes involving cooperation between public and private organisations.

The law aimed to promote and support voluntary activities through a well-defined legal framework, providing recognition and support to voluntary organizations. These organizations, in turn, could offer structured mentoring programs to various target groups, including youth, immigrants, and other vulnerable populations. The recognition of mentoring within this legislative framework highlighted its significance as a tool for personal and professional development, social inclusion, and community support.

In summary, Law No. 266/1991 played a crucial role in integrating mentoring into the broader spectrum of voluntary activities in Italy

The primary legislation regulating mentoring in Italy is Law No. 4 of 14 January 2013, "Provisions on non-organised professions" (Disposizioni in materia di professioni non organizzate). This law aims to regulate professions that are not organised in professional orders or colleges, including mentoring, through voluntary self-regulation and qualification of the activities carried out by practitioners.



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## Key provisions of the law:

### 1. Definition of unorganised professions:

The law defines non-organised professions as economic activities carried out by offering services or works to third parties, mainly through intellectual work. It excludes activities reserved by law to persons registered in professional registers or lists, health professions and activities governed by specific regulations.

### 2. Voluntary self-regulation:

Professionals practising non-organised professions, such as mentoring, can form private professional associations based on voluntary membership. These associations aim to enhance the skills of their members, ensure compliance with ethical standards and facilitate consumer choice and protection.

### 3. Professional associations:

Professional associations must ensure transparency, democratic internal procedures, adherence to ethical principles and an adequate organisational and technical-scientific structure to achieve their objectives.

They are also responsible for promoting continuous professional development, adopting a code of conduct, monitoring the professional conduct of their members and providing disciplinary sanctions for breaches of the code.

### 4. Consumer protection:

Associations are required to set up a reference point for consumers, where they can resolve any disputes with professionals and obtain information about the profession and the quality standards required of members.

The law also encourages the provision of consumer protection guarantees, including the establishment of a consumer reference point for complaints and enquiries.

The primary legislation regulating mentoring in Italy is Law No. 4 of 14 January 2013, which regulates non-organised professions, including mentoring, through voluntary self-regulation and activity qualification.



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The Italian Ministry of Education has further supported mentoring through several initiatives within the National Recovery and Resilience Plan (PNRR). Ministerial Decree 361/2021 establishes a digital platform for mentoring and training, aimed at reducing territorial disparities and combating dropout rates in secondary education. The platform facilitates direct and personalised interactions between mentors and students, providing continuous support and monitoring.

In addition, Ministerial Decree 161/2022, part of 'Piano Scuola 4.0', focuses on transforming school environments into innovative learning spaces, creating hybrid learning environments that combine physical and digital educational spaces. This includes the creation of next generation classrooms and laboratories for future digital professions.

Ministerial Decree 170/2022 aims to prevent and combat early school leaving and reduce educational inequalities. It supports mentoring, orientation programmes and improved development of basic skills.

The "Scuola 4.0" (2022) initiative promotes a significant transformation of educational spaces, encouraging changes in teaching methods and the development of digital skills essential for future careers. The comprehensive strategy includes continuous improvement of teaching methods, personalised learning and constant monitoring of students at risk of dropping out.

The legislative framework, supported by various decrees and initiatives, demonstrates Italy's commitment to using digital tools and structured mentoring programmes to improve educational equity, student retention and overall success.

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### ***Legal framework - policies on mentoring teaching, training and practice in Portugal***

In Portugal there aren't specific national policies dedicated exclusively to mentoring or e-mentoring in teaching, training, and practice. Nonetheless, mentoring and e-mentoring are



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integrated into various educational and professional contexts through broader policies and initiatives aimed at promoting education, training, and professional development.

Portugal has implemented education and training policies aimed at enhancing the quality of teaching and learning within all levels of education. While not explicitly focused on mentoring, these policies frequently include provisions for teacher training programs and professional development initiatives that may incorporate mentoring or coaching elements. Vocational education and apprenticeship programs are aimed at preparing individuals for various trades and professions. These programs often involve mentorship components during internships, where experienced professionals guide and support apprentices in acquiring practical skills and knowledge.

In the higher education sector, institutions may have their own guidelines and initiatives related to mentoring. Universities and colleges usually offer mentoring programs for faculty members, new students, or those transitioning into professional roles.

Portugal has been recently investing in digital education initiatives to integrate technology into teaching and learning processes. These efforts enhance digital literacy and online learning platforms that could facilitate the adoption of e-mentoring practices in educational and professional settings.

In Portugal, even though there are no specific policies solely focused on mentoring and e-mentoring teaching and practice, these concepts are combined into broader educational and professional development frameworks.

### ***Legal framework - policies on mentoring teaching, training and practice in Spain***

In Spain, the legal framework and policies governing mentoring in teaching, training, and practice are shaped by national legislation, regional policies, and institutional guidelines. These policies aim to support educational quality, vocational training, and professional development through structured mentoring programs. Below is an outline of the key components of this framework:



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## National Legislation in Spain

### 1. Organic Law 2/2006 on Education (LOE)

- **General Framework:** Establishes the broad principles of the Spanish education system, emphasizing educational guidance and student support.
- **Mentoring in Schools:** Encourages the development of support systems, including mentoring, to help students navigate their educational pathways and improve academic outcomes.

### 2. Organic Law 8/2013 for the Improvement of Educational Quality (LOMCE)

- **Educational Quality:** Focuses on improving educational quality and outcomes by promoting competency-based education.
- **Support Structures:** Encourages schools to establish support structures, including mentoring, to enhance student learning and personal development.
- **Career Guidance:** Stresses the importance of career guidance, which can be facilitated through mentoring programs, particularly in secondary education.

### 3. Organic Law 3/2020 (LOMLOE)

- **Inclusive Education:** Builds on LOE and LOMCE, emphasizing inclusive education and personalized learning approaches.
- **Mentoring as Support:** Mentoring is seen as a key strategy for providing personalized support to students, helping them to achieve their full potential.

## Vocational Education and Training (VET)

### 1. Royal Decree 1529/2012

- **Dual VET System:** Establishes the framework for the Dual Vocational Training (VET) model, which combines classroom instruction with practical training in companies.



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- **Mentoring in VET:** Mentors play a crucial role in the Dual VET system, guiding students through their practical training and helping them integrate theoretical knowledge with real-world applications.

## Regional Policies

### 1. Autonomous Communities

- **Regional Adaptations:** Each autonomous community in Spain has the authority to adapt national educational policies to local contexts. This includes the implementation of mentoring programs tailored to regional needs.
- **Funding and Support:** Regional governments often provide additional funding and resources for mentoring programs in schools and vocational training centers.

## Institutional Guidelines

### 1. Universities and Educational Institutions

- **Mentoring Programs:** Many universities have established formal mentoring programs to support student retention, academic success, and career development.
- **Role Definitions:** Institutional policies typically define the roles and responsibilities of mentors and mentees, ensuring clarity and effectiveness in mentoring relationships.

## Non-Governmental Organizations (NGOs) and Foundations

### 1. Private Sector Involvement

- **NGOs and Foundations:** Organizations such as Fundación La Caixa, Fundación Telefónica, and Fundación Exit develop and fund mentoring programs aimed at educational and social development.



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- **Collaboration with Schools:** These organizations often collaborate with schools and universities to implement mentoring initiatives that align with educational goals and address specific community needs.

## Corporate Social Responsibility (CSR) Initiatives

### 1. Corporate Mentoring Programs

- **Professional Development:** Many companies have CSR programs that include mentoring components to support professional development, especially for young professionals and students.
- **Partnerships with Educational Institutions:** These programs are often developed in partnership with educational institutions and NGOs, providing real-world insights and career guidance to mentees.

## Evaluation and Quality Assurance

### 1. Continuous Improvement

- **Monitoring and Evaluation:** National and regional policies emphasize the importance of monitoring and evaluating mentoring programs to ensure they meet educational standards and effectively support student development.
- **Feedback Mechanisms:** Institutions are encouraged to use feedback from mentors and mentees to continuously improve mentoring practices and outcomes.



## Key country-specific research and publications on mentoring, including teaching materials and national authors

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### ***Cyprus - Key country-specific research and publications on mentoring, including teaching materials and national authors***

While Cyprus-specific research may be underrepresented in the broader European context, there is a potential wealth of localized studies that address the unique cultural and socioeconomic factors influencing mentoring in Cyprus. Research may focus on the efficacy of mentoring programs in educational settings, corporate environments, and non-profit organizations, providing insights into how mentoring impacts professional and personal development within the Cypriot context (Karagiorgi & Symeou, 2006; Panagiotopoulos & Spaneas, 2017).

**Research and Publications Comparison.** The EU benefits from a more extensive aggregation of research and publications on mentoring, supported by numerous academic and professional networks. Cyprus, while having access to this European body of knowledge, may contribute less voluminously to the research output but follows the same rigorous standards and methodologies. Key areas for both include the impact of mentoring on career development, educational outcomes, and organizational effectiveness (Kadji-Beltran et al., 2014; Karagiorgi & Symeou, 2006).

**Definition.** This area focuses on scholarly articles, books, and case studies that examine the methodologies, impacts, and theoretical underpinnings of mentoring practices.

**Comparison.** Cyprus could enhance its contribution to the extensive EU body of mentoring research by promoting more local studies that address the unique challenges and opportunities within its context.



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**Good Practice.** Encouraging local research initiatives and integrating findings with EU-wide data can lead to more tailored and effective mentoring strategies that address specific regional needs (Karagiorgi et al., 2008; Zachariou & Korfiatis, 2023).

### **Research, Publications, and Knowledge Sharing**

**Action.** Encourage local research initiatives focused on mentoring and establish partnerships with European academic institutions to conduct comparative studies. Promote publishing findings in international journals to increase visibility.

**Rationale.** Enhanced research and publication efforts will elevate the understanding of effective mentoring practices and promote Cyprus as a knowledge hub in the mentoring field (Panagiotopoulos & Spaneas, 2017).

**Key Country-Specific Research and Publications on Mentoring.** Research specific to Cyprus may be less voluminous compared to the broader EU, but it is crucial for identifying local needs. Encouraging more local research and integrating it with broader European research can enhance understanding and effectiveness of mentoring practices (Karagiorgi & Symeou, 2006).

### ***France - Key country-specific research and publications on mentoring, including teaching materials and national authors***

France has a rich tradition of research and publications on mentoring, particularly in the field of education. The national education system is highly centralised, governed by the Ministries of National Education, Higher Education, and Research. This centralization has facilitated a consistent approach to the development and dissemination of educational research and materials, including those focused on mentoring.

#### Notable Research and Publications in France



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- 1. Code de l'Éducation:** The Code of Education (Code de l'éducation) is a comprehensive legislative document that outlines the fundamental principles and regulations of the French education system. It highlights the importance of equal opportunities, inclusive education, and the role of various stakeholders in the education process. Articles such as L111-1 emphasise the national priority of education and the commitment to inclusivity and equality, which are crucial aspects of mentoring practices (Legifrance, 2024).
- 2. Higher Education & Research in France: Facts and Figures:** This publication by the Ministry of Higher Education, Research and Innovation provides an overview of the French education system, including data and analyses that are essential for understanding the context in which mentoring programs operate. It covers various aspects of higher education and research, which can inform the development of mentoring strategies and teaching materials (Ministry of Higher Education, Research and Innovation, 2023).

### **Teaching Materials and National Authors**

The Ministry of National Education provides numerous teaching materials and resources aimed at supporting educators in their mentoring roles. These materials often include guidelines on best practices, case studies, and frameworks for implementing mentoring programs in schools and universities.

#### **National Authors:**

- **Jean-Pierre Obin:** A renowned educational inspector and author, Obin has contributed significantly to the field of educational mentoring and the promotion of secularism and citizenship in schools.
- **François Dubet:** A sociologist whose work focuses on the sociology of education and the analysis of educational inequalities. His research provides valuable insights into the social dimensions of mentoring.



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## ***Italy - Key country-specific research and publications on mentoring, including teaching materials and national authors***

Two papers by Cortese (1997) and Cortese and Quaglino (1997), titled Mentoring e formazione and Mentoring, are the first two academic articles that introduce the modern concept of mentoring in Italy.

The **CAMEO Project (2004)**, which stands for "Comparison and Analysis of Mentoring in Europe", is a major transnational research initiative aimed at analysing and comparing mentoring practices in European countries. This project aimed to provide a comprehensive overview of the role of the mentor, the functions attributed to this figure and the quality standards of mentoring programmes within the participating Member States. The project started in December 2001 and ended in May 2003, with a total duration of 18 months.

The project, co-financed by the European Commission DG Employment and Social Affairs, was promoted, coordinated and implemented by Amitié with the technical support of Ois Isfol-Regions.

Promoters of the project were Amitié, in collaboration with several institutions, including the Regional Chamber of Commerce and Industry of Brittany/Eurocrif, ISFOL (Institute for the Development of Vocational Training of Workers), the Observatory on Social Inclusion (OIS), Kemop and Scienter Spain. These organisations combined their expertise to carry out a systematic and detailed study on mentoring, analysing existing experiences and programmes in France, Greece, Italy and Spain.

ISFOL, Istituto per lo Sviluppo della Formazione Professionale dei Lavoratori, is an Italian research body operating under the supervision of the Ministry of Labour and Social Policies. Its main mission is to study, analyse and promote the development of vocational training and labour policies in Italy. ISFOL provides technical and scientific support to government, regions and local authorities to improve the effectiveness of training and employment policies, thereby contributing to human resource development and social inclusion.

The CAMEO Project adopted a methodology articulated in several research phases. The first phase involved the collection and analysis of existing literature on mentoring, both through

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bibliographic sources and Internet searches. Subsequently, direct and telephone interviews were conducted with representatives from the voluntary and professional sectors in order to obtain qualitative and detailed information on mentoring practices.

The research focused on the identification and analysis of existing good mentoring practices in various social and professional contexts. The different mentoring programmes implemented in the participating countries were described, with a focus on the competences required of mentors and how they operate. The specific objectives of the project included analysing and defining the role and functions of the mentor in the different national contexts, comparing existing mentoring practices and models, identifying the skills required to perform the mentoring role effectively, and raising the awareness of socio-economic partners and the general public about mentoring activities.

The CAMEO Project aimed to collect and analyse data that could be used to improve and standardise mentoring practices at a European level. Expected outcomes included improving mentoring policies, providing guidance to policy makers in formulating effective mentoring policies, proposing training models for mentors based on the competences identified during the research and promoting the dissemination of the best mentoring practices identified during the project.

The CAMEO Project was an important transnational research and collaboration initiative aimed at improving the understanding and effectiveness of mentoring practices in Europe. Through the comparative analysis of mentoring experiences in France, Greece, Italy and Spain, the project contributed to a clearer and more structured picture of mentoring policies and practices, providing valuable insights for the improvement of social inclusion and human resources development policies in the participating countries.

The book **Il mentoring: Un processo innovativo di accompagnamento: Linee guida interattive per mentors quasi perfette** edited by Golfarelli and Zagnoli (2004). This book explores the innovative role of mentoring in professional development, particularly for women. It traces the development of mentoring from its origins in the United States to its adaptation in European contexts such as the UK and Scandinavia. The book emphasises



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mentoring as a method of transferring knowledge and skills, promoting gender equality, and building trusting relationships that enhance the confidence and competence of mentees.

The text is structured to provide a comprehensive understanding of mentoring, covering its historical background, methodology, best practice and practical guidelines for mentors and mentees. It includes case studies focusing on small businesses and women entrepreneurs, discusses processes for monitoring and evaluating mentoring relationships, and explores challenges and future directions in the field. It provides practical guidelines for mentors and mentees, emphasising the importance of communication, empathy and mutual respect. The book also discusses the application of mentoring in small businesses, particularly for women entrepreneurs, and the structured processes to ensure effective mentoring relationships, including monitoring and evaluation mechanisms.

Another handbook by Isfol (2004) **Guida al mentoring, istruzioni per l'uso**. The book (part of the implementation of the "Actions and services for social inclusion" line of PON, Ob. 3, Measure B1) is a resource that explores mentoring as a tool for personal and professional support and development. It brings together the results of research conducted within the OIS (Observatory on Social Inclusion) project of ISFOL, with the aim of providing practical and theoretical guidance on mentoring, highlighting its importance and application in the Italian context.

Mentoring is described as an interpersonal relationship aimed at fostering the development of skills and personal growth of the mentee through the support of an expert mentor. The book highlights the importance of interpersonal relationships in different contexts, including school, work, health and sport, emphasising how mentoring can be a versatile and adaptable practice. It is emphasised that although often perceived as a fashion imported from abroad, mentoring also has roots and applications in Italy, although not always formally recognised.

The figure of the mentor is central and is described in detail, highlighting the qualities needed to perform this role effectively. The mentor is a guide, a trusted advisor and facilitator of the mentee's learning and development process. The mentoring process is seen as a continuous and mutual development in which both participants learn and grow. The role of mentoring



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in facilitating different types of learning, from professional to personal skills, is discussed, and how it can be an effective method for continuous improvement.

The book also explores how mentoring is perceived and used in various contemporary contexts, highlighting its practical applications and the challenges it faces. Different areas of application of mentoring and the ways in which it can be successfully implemented are analysed.

A practical aspect of the book is the suggestions and tools offered for implementing and managing mentoring programmes. Sheets for identifying mentees, methodologies for managing meetings, strategies for active listening and accompanying the mentee, promoting feedback and encouraging self-management are presented. These tools are fundamental for those who wish to implement a structured and effective mentoring programme. In addition, the book presents a number of good mentoring practices in Italy, with detailed descriptions of various projects. The book also points out relevant European programmes and projects in the field of mentoring, showing the importance and impact of these practices internationally. It tells stories of mentoring that highlight how this practice can positively influence the lives of mentees and mentors, offering concrete examples of success and personal growth.

The **Quaderno di Mentoring**, by the Commissione regionale per le pari opportunità uomo donna dell'Abruzzo (Abruzzo Region Commission for Equal Opportunities for Men and Women - 2008). This notebook contained the testimonies of over one hundred women connected to the region, aimed at creating a metaphorical mentoring network. The aim was to foster mutual comparison and support, uniting women's knowledge and providing models of female leadership.

The volume **Apprendere il mentoring: Manuale operativo per la formazione dei Mentor**, by Matteo Perchiazzi (2009).

**Bussu, A., & Contini, R. M. (2021). Peer mentoring universitario: Generare legami sociali e competenze trasversali. Angeli.**

The Proceedings of the convention **Progetto donne e futuro** (2011) related to the project, devised by lawyer Cristina Rossello in 2007, which aims to promote female excellence in the



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world of work through scholarships and mentoring and tutoring courses. The young awardees are supported by experienced mentors who guide them in their professional development. The initiative also includes the publication of other educational materials and the organisation of conferences and seminars to spread the principles of female leadership.

The book **Mentoring e scuola: Teorie, modelli e metodologie di intervento a contrasto della dispersione scolastica**, by D'Alessio et al. (2010). The book provides an overview of mentoring as an educational model applied in different contexts (social, school, university, work). The discussion focuses on the one-to-one method and the programme articulations specific to the school world. The text focuses on the constructive process of a mentoring intervention, starting with a needs analysis of the mentees' world and ending with the identification of a mentoring pathway, involving active citizenship in the form of voluntary work and their training, in order to enhance the unexpressed resources of mentees with specific educational needs. The psychological dimensions of the mentor-mentee relationship are explored in depth, as are the latest research findings confirming the effectiveness of the intervention. The book is intended to be an operational tool for both the educator (psychologist, social worker, teacher) and the university student, offering, for the first time in Italy, an organic vision of how to implement a mentoring programme in the school environment.

### ***Portugal - Key country-specific research and publications on mentoring, including teaching materials and national authors***

Research and publications on mentoring in Portugal have grown substantially, covering various contexts such as education, non-profit organisations and companies.

#### **Key Publications and Research Studies:**

*Mentoring: Teoria, Prática e Contextos* by António Fragoeiro (2015)

This book provides a comprehensive overview of mentoring theory and practice, discussing different contexts in which mentoring can be applied, including educational and professional



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settings. It explores the role of mentoring in personal and professional development, offering practical guidance for implementing mentoring programs.

*O Mentoring e a Gestão do Conhecimento nas Organizações* by Luís Afonso, Maria João Sousa, and João Silva (2019)

This publication examines the role of mentoring in knowledge management within organisations. It highlights how mentoring can facilitate knowledge transfer, skill development, and organisational learning. The authors provide case studies and examples from Portuguese organisations to illustrate their points.

*Mentoring em Contexto Escolar* by Ana Sofia Ribeiro and Isabel Maria Ribeiro (2021)

Focusing on the educational context, this book explores how mentoring can support students' academic and personal growth. It discusses various mentoring models and strategies that can be used in schools to enhance student engagement, motivation, and success.

*Mentoria e motivação*, by Edite Oliveira (2021)

This book creates strong relational bonds between mentor and mentee that are effective pedagogical facilitators in times of transition and adaptation to new contexts, whether academic, professional or personal.

This book shows how mentoring relates to other areas, such as motivation and self-esteem, enabling the mentee to safely overcome important challenges due to major changes that may occur throughout our lives.

*Mentoria: Elevando a maturidade e desempenho dos jovens*, by Sidnei Oliveira (2020)

This book explains how mentoring is a powerful tool in which both mentor and mentee grow as people and professionals. There is a need to understand how the process works and to follow an effective methodology. The author deals not only with the concepts, but also with the phases to be followed by mentor and mentee to achieve positive results and success.

*Boas Práticas de Mentoria no Ensino Superior*, by Edite Oliveira (2021)

The book highlights how mentoring programmes in higher education can make a very positive contribution in terms of facilitating the process of integration and adaptation for students new to this new path in their lives.



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This book provides tools for structuring, implementing and validating peer mentoring programmes throughout students' academic journey in higher education.

### **Teaching Materials:**

Teaching materials such as manuals, guides, and toolkits support the effective practice of mentoring, ensuring that programs are well-structured and impactful:

*Manual de Mentoria: Ferramentas e Técnicas para Mentores* by Fundação Calouste Gulbenkian (2018)

Developed by the Calouste Gulbenkian Foundation, this manual offers practical tools and techniques for mentors. It includes worksheets, templates, and case studies that mentors can use to guide their mentees effectively. The manual is designed to be user-friendly and applicable across various mentoring contexts.

*Programa de Mentoria para Jovens: Guia de Implementação* by Instituto Português da Juventude (2020)

This guide provides a step-by-step framework for implementing mentoring programs for young people. It includes sections on mentor recruitment and training, program design, and evaluation. The guide also features practical examples and templates to support program implementation.

*Kit de Ferramentas para Mentores: Estratégias para um Mentoring Eficaz* by Associação para o Desenvolvimento da Mentoria (ADM) (2017)

This toolkit offers a range of strategies and resources for mentors. It covers topics such as building trust, setting goals, providing feedback, and overcoming common mentoring challenges. The toolkit is designed to be a practical resource for both new and experienced mentors.

**Portuguese authors** such as António Fragoeiro, Ana Sofia Ribeiro and Luís Afonso have made significant contributions to the field of mentoring, providing valuable knowledge and practical resources for mentors and organisations.

António Fragoeiro is a prominent author and researcher in the field of mentoring in Portugal. His works focus on the theoretical foundations of mentoring, practical applications, and the impact of mentoring on personal and professional development.



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Ana Sofia Ribeiro is known for her research on mentoring in educational settings. Her publications explore how mentoring can support student achievement and well-being, providing practical insights for educators and school administrators.

Luís Afonso's research focuses on mentoring within organisational contexts, particularly in relation to knowledge management and organisational learning. His work highlights the strategic importance of mentoring in enhancing organisational performance and innovation.

**Scientific reports from the Mentoring programme:**

Medina, Teresa; Ferreira, Elisabete; Duarte, Teresa; Torres, Flora (2022).

[Monitoring Mentor-Mentee Contacts \[school year 2022/2023\]](#), Porto, 9 pp.

Medina, Teresa; Ferreira, Elisabete; Pinto, Isabel; Barbosa, Raquel; Ribeiro, Isabel; Duarte, Teresa; Torres, Flora (2022)

[Evaluation and Monitoring of the U.Porto Mentoring Programme 2021-2022](#), Porto, 32 pp.

Medina, Teresa; Ferreira, Elisabete; Pinto, Isabel; Barbosa, Raquel; Ribeiro, Isabel; Duarte, Teresa; Torres, Flora (2021)

[Monitoring and Evaluation of the peer mentoring programme Report for the 2nd semester of the 2020-2021 school year](#), Porto, 22 pp.

Medina, Teresa (2022) [Thinking about Mentoring U.Porto](#).

Paper presented at the 1st U. Porto Mentoring Conference, 12 July, FCNAUP. U.Porto's Transversal Peer Mentoring Programme.

Castro-Cabrera, M.<sup>a</sup> del Carmen; Medina, Teresa; Morín-Godoy, Felipe (2022).

[Peer mentoring: successful Ibero-American experiences for access, transition and retention in higher education.](#)

In, Miguel Aurelio Alonso García; Francisca Berrocal Berrocal; María de los Ángeles Gómez Flechoso (coords.).



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Medina, Teresa; Ferreira, Elisabete; Pinto, Isabel; Barbosa, Raquel; Ribeiro, Isabel; Duarte, Teresa; Torres, Flora (2021).

**Mentoria U. Porto: Integração e vivências solidárias promotoras de bem estar e de sucesso académico na Universidade.**

Poster presented at the 2nd International Mentoring Seminar at the University of Aveiro, Aveiro.

***Spain - Key country-specific research and publications on mentoring, including teaching materials and national authors***

Mentoring in Spain has been the subject of extensive research and numerous publications. Here are some key Spanish-specific research works, publications, and authors that have contributed significantly to the field of mentoring, including teaching materials and influential figures in this domain:

Key Research and Publications

1. **"La Tutoría en la Universidad: Experiencias, Estrategias y Retos"**

- **Author:** Universidad de Deusto
- **Description:** This publication explores mentoring and tutoring programs in Spanish universities, highlighting best practices, challenges, and strategies for effective implementation.

2. **"Mentoring en el ámbito educativo: modelos y buenas prácticas"**

- **Authors:** Julio Antonio González-Sanz, Inmaculada Gómez-Hurtado
- **Description:** This book provides a comprehensive overview of mentoring models and best practices in the educational field, focusing on the Spanish context.

3. **"El Mentor: Estrategias de Tutoría y Mentoría en la Educación Superior"**

- **Authors:** Fernando García-Fernández, Elena Soriano Tornero



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- **Description:** This publication discusses the role of mentoring in higher education, offering practical strategies for tutors and mentors to support student success.

4. **"Evaluación de Programas de Mentoring y Tutoría en la Universidad"**

- **Author:** Universidad de Sevilla
- **Description:** A research study evaluating the effectiveness of mentoring and tutoring programs at the University of Seville, providing insights into their impact on student outcomes.

5. **"Programas de mentoría en el ámbito de la educación secundaria"**

- **Authors:** Various contributors, coordinated by the Spanish Ministry of Education
- **Description:** This publication examines mentoring programs in secondary education, detailing methodologies, implementation processes, and success stories.

## Influential National Authors and Researchers

### 1. **Julio Antonio González-Sanz**

- **Field:** Education and mentoring
- **Contributions:** Noted for his research on mentoring models and their application in educational settings.

### 2. **Inmaculada Gómez-Hurtado**

- **Field:** Educational psychology and mentoring
- **Contributions:** Focuses on the psychological aspects of mentoring and the development of supportive mentoring relationships in education.

### 3. **Fernando García-Fernández**

- **Field:** Higher education and student support services
- **Contributions:** Recognized for his work on tutoring and mentoring strategies in universities.

### 4. **Elena Soriano Tornero**



- **Field:** Higher education and mentoring
- **Contributions:** Specializes in the development and evaluation of mentoring programs in higher education.

## 5. Universidad de Deusto

- **Field:** Comprehensive research on educational mentoring
- **Contributions:** The university has published various studies and reports on mentoring practices and their effectiveness in supporting student development.

### Teaching Materials and Resources

#### 1. "Guía para la Implementación de Programas de Mentoría en Educación"

- **Author:** Spanish Ministry of Education
- **Description:** A practical guide for schools and educational institutions on how to design, implement, and evaluate mentoring programs.

#### 2. "Manual de Tutoría y Mentoría Universitaria"

- **Authors:** Various contributors from Spanish universities
- **Description:** A manual providing guidelines and resources for university mentors and tutors, covering topics such as mentor training, program design, and student engagement.

#### 3. Online Resources and Toolkits

- **Platform:** Fundación Princesa de Girona, Fundación Exit, and other educational foundations
- **Description:** These organizations offer online resources, toolkits, and training materials for mentors and educators, focusing on mentoring practices, case studies, and program management.

Mentoring teaching materials in Spain encompass a range of resources designed to support the implementation and effectiveness of mentoring programs in educational settings. These materials include guides, manuals, online toolkits, and training programs provided by



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universities, educational institutions, and non-profit organizations. Here are some notable mentoring teaching materials and resources available in Spain:

#### Guides and Manuals

1. **"Guía para la Implementación de Programas de Mentoría en Educación"**
  - **Publisher:** Spanish Ministry of Education
  - **Description:** This guide provides comprehensive instructions on designing, implementing, and evaluating mentoring programs in schools. It covers topics such as mentor selection, training, and program assessment.
2. **"Manual de Tutoría y Mentoría Universitaria"**
  - **Authors:** Various contributors from Spanish universities
  - **Description:** A detailed manual aimed at university mentors and tutors, offering guidance on developing effective mentoring relationships, strategies for academic support, and best practices for enhancing student engagement.
3. **"Guía de Mentoría: Herramientas y Estrategias para Mentores"**
  - **Publisher:** Fundación Exit
  - **Description:** A practical guide focusing on tools and strategies for mentors working with at-risk youth. It includes activities, case studies, and advice on building positive mentor-mentee relationships.

**Social mentoring** which includes books, research articles, and reports focused on various aspects of social mentoring in Spain:

#### Books

1. **"Mentoría Social: Conceptos, Modelos y Experiencias"**
  - **Author:** Rosario Ortega Ruiz
  - **Description:** This book provides an in-depth exploration of social mentoring concepts, different models, and practical experiences in Spain.
2. **"La Mentoría en la Inclusión Social y Educativa"**
  - **Editors:** Josep Carreras, Ana María Rodríguez



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- **Description:** A collection of studies and practical cases on the role of mentoring in promoting social and educational inclusion.
- 3. **"Mentoría y Apoyo Social: Teoría y Práctica"**
  - **Author:** Isabel Fernández García
  - **Description:** An extensive guide on the theoretical foundations and practical applications of social mentoring, highlighting successful programs in Spain.

## Research Articles

- 1. **"El impacto de la mentoría en jóvenes en riesgo de exclusión social"**
  - **Authors:** Pilar Aramburu, Luis Miguel Ruiz
  - **Journal:** Revista de Educación
  - **Description:** This article examines the impact of mentoring programs on at-risk youth, providing data and analysis on program effectiveness.
- 2. **"Mentoría y educación: estrategias para la inclusión social"**
  - **Authors:** Marta García-Ruiz, José Luis Muñoz
  - **Journal:** Pedagogía Social. Revista Interuniversitaria
  - **Description:** The article discusses various educational strategies within mentoring programs that foster social inclusion.
- 3. **"Programas de mentoría para la integración de inmigrantes en España"**
  - **Authors:** Carmen Valero, Rafael Martínez
  - **Journal:** Revista Internacional de Sociología
  - **Description:** A study on mentoring programs aimed at integrating immigrants, evaluating their outcomes and best practices.

## Reports and Studies

- 1. **"Evaluación de programas de mentoría en España"**
  - **Publisher:** Fundación Bertelsmann



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- **Description:** A comprehensive report evaluating various mentoring programs across Spain, focusing on methodologies, outcomes, and areas for improvement.

2. **"La mentoría como herramienta para la inclusión social de jóvenes en riesgo"**

- **Publisher:** Fundación Exit
- **Description:** This report provides insights into the use of mentoring as a tool for the social inclusion of at-risk youth, detailing successful case studies and program evaluations.

3. **"Impacto de la mentoría en la educación y el empleo de jóvenes inmigrantes"**

- **Publisher:** Fundación Tomillo
- **Description:** An analysis of the impact of mentoring on the education and employment outcomes of young immigrants, with recommendations for policy and practice.

#### Theses and Dissertations

1. **"El papel de la mentoría en la integración social y educativa de jóvenes en riesgo de exclusión"**

- **Author:** Laura Martínez Pérez
- **University:** Universidad Complutense de Madrid
- **Description:** A doctoral thesis exploring the role of mentoring in the social and educational integration of at-risk youth, including qualitative and quantitative analyses.

2. **"Evaluación de un programa de mentoría para jóvenes inmigrantes en Barcelona"**

- **Author:** Juan Carlos López
- **University:** Universidad de Barcelona
- **Description:** This dissertation evaluates a specific mentoring program for immigrant youth in Barcelona, highlighting its successes and challenges.



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## Online Toolkits and Resources

### 1. Fundación Princesa de Girona Mentoring Toolkit

- **Platform:** Fundación Princesa de Girona
- **Description:** An online toolkit offering resources for mentors and educators, including training modules, mentoring activity plans, and evaluation tools. The toolkit aims to support young people's personal and professional development.

### 2. Fundación Exit Online Resources

- **Platform:** Fundación Exit
- **Description:** A collection of online resources designed to support mentoring programs for disadvantaged youth. The resources include training videos, mentoring guides, and evaluation frameworks.

### 3. Universidad de Deusto Mentoring Resources

- **Platform:** Universidad de Deusto
- **Description:** The university provides a range of materials for mentoring in higher education, including training guides for mentors, program design templates, and research reports on mentoring effectiveness.

## Training Programs and Workshops

### 1. Mentor Training Programs by Fundación La Caixa

- **Provider:** Fundación La Caixa
- **Description:** Training programs designed for mentors involved in educational and social mentoring projects. The programs cover topics such as communication skills, mentoring techniques, and program management.
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### 2. "Formación de Mentores" by Universidad de Sevilla

- **Provider:** Universidad de Sevilla



- **Description:** A training course for university mentors that includes workshops on mentoring methodologies, psychological support, and academic advising.

### 3. IE Business School Mentoring Programs

- **Provider:** IE Business School
- **Description:** Professional development programs that train mentors in leadership and career guidance. These programs are aimed at fostering mentoring relationships within the business and entrepreneurial sectors.

## Educational Programs and Curricula

### 1. "Programa de Mentoría para la Transición a la Universidad"

- **Institution:** Universidad de Barcelona
- **Description:** A mentoring program designed to support students transitioning from secondary education to university. The program includes orientation sessions, peer mentoring, and academic support.

### 2. "Proyecto Coach" by Fundación Exit

- **Institution:** Fundación Exit
- **Description:** A mentoring project that connects professionals with young people at risk of social exclusion. The project includes structured mentoring sessions, career guidance, and skills development workshops.

## Academic and Research Publications

### 1. "La Tutoría en la Universidad: Experiencias, Estrategias y Retos"

- **Institution:** Universidad de Deusto
- **Description:** This publication explores mentoring and tutoring programs in Spanish universities, providing insights into best practices and challenges in higher education mentoring.

### 2. "Evaluación de Programas de Mentoring y Tutoría en la Universidad"

- **Institution:** Universidad de Sevilla



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- **Description:** A research study evaluating the effectiveness of mentoring and tutoring programs, offering recommendations for enhancing program impact on student outcomes.



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Neither the European Union nor EACEA can be held responsible for them.

## Teaching framework and methodology for Mentoring

### ***Teaching framework and methodology for Mentoring used in Bulgaria (if applicable)***

Currently the main aspect of Mentoring officially recognized by a ministry diploma in Bulgaria is Mentoring in Education. It is proposed in two main forms of preparation – Master's degree and Postgraduate Qualification for Specialists. We observe however that many NGOs create their own methodology of teaching and Mentoring based on the specific needs of their target groups (see Good practices).

In terms of teaching recognized by the country as an official qualification we find:

Innovative in its nature is the educational initiative of the Faculty of Pedagogy at the University of St. It is an innovative initiative of the Faculty of Education of the University of St. Cyril and Methodius, related to the opening of a [Master's degree programme "Mentoring in Education"](#) for the training of teachers, educators and principals as mentors in educational institutions - kindergartens and schools.

Upon completion of their studies, Masters graduates possess systematic knowledge, skills and competencies related to the mentoring role and its typical professional responsibilities, the theoretical, methodological and practical foundations of contemporary mentoring in education. The training in the specialty is designed for graduates of a Bachelor's or Master's degree in the same professional field. The professional qualification students acquire is: pedagogical mentor - teacher, educator, director. The acquired master's degree provides qualitative training and guarantees competitiveness in realization as: (1) teachers, educators and principals in general, vocational and specialized schools, in preschool institutions, who will perform a mentoring role; (2) consultants and trainers of mentors at the level of educational institution; (3) experts in mentoring programs and projects related to mentoring.



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In terms of content, the professional competences acquired after graduation include basic knowledge and skills on:

- the specificity of the mentoring role and responsibilities, contemporary mentoring models, international educational standards and mentoring;
- diagnosis of the effectiveness of educational management at different levels with a focus on mentoring programmes;
- identifying, diagnosing and assessing the needs of newly recruited teachers, educators and principals and assessing the professional development of newly recruited education professionals;
- Developing and implementing modern mentoring programs and educational technologies, using effective mentoring strategies, creating and using teacher and principal portfolios for mentoring needs;
- developing, describing, presenting and defending a thematic plan for mentoring work as selected in a final practical-applied examination.

The **postgraduate professional qualification Mentor (dual system of training)** is related to the acquisition and mastering of knowledge and skills in the field of vocational education. It is aimed at those working in companies, enterprises, organisations that train students from 11th and 12th grade and included in the dual system of vocational schools. The curriculum complies with Art. 17, par. 17.3 of the Vocational Education and Training Act and the curriculum for the training of mentors in the dual system of training approved by Order No. RD 09-997/02.04.2019 of the Minister of Education and Science. The course is oriented to professionals from different fields who wish to work as mentors. It is a short term course of 5 days (34 hours).



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## ***Teaching framework and methodology for Mentoring used in Cyprus (if applicable)***

The teaching framework for mentoring in Cyprus likely incorporates a blend of traditional and innovative methods, including structured mentoring programs, peer mentoring, and reverse mentoring where younger employees' mentor senior staff. This eclectic approach allows for flexibility and adaptation to specific needs, enhancing the relevance and effectiveness of mentoring programs. The methodology may emphasize goal setting, performance feedback, and continuous improvement, aligning with international best practices (Kourieos, 2012; Charalampous, 2023).

### **Teaching Framework and Methodology Comparison**

In Cyprus, as in the rest of the EU, mentoring methodologies often include a combination of direct one-on-one sessions, group mentoring, and increasingly, digital platforms that support remote mentoring interactions. The EU's emphasis on innovation in educational and professional training likely influences Cyprus's approach, ensuring methodologies remain current and effective (Karagiorgi & Symeou, 2006; Kadji-Beltran et al., 2014).

**Definition.** Mentoring methodologies refer to the structured processes and techniques used to facilitate mentoring relationships, including goal setting, performance monitoring, and feedback mechanisms.

**Comparison.** Cyprus employs methodologies that are prevalent across the EU, such as mixed modalities of mentoring including face-to-face, group, and digital mentoring, adapted to specific local needs.

**Good Practice.** Adopting a flexible methodology that can be customized to the mentee's needs while incorporating regular feedback and adjustment phases ensures the mentoring process remains dynamic and effective (Karagiorgi et al., 2008).

### **Teaching Framework and Methodological Innovations**

**Action.** Adopt and promote innovative mentoring methodologies, such as digital mentoring and hybrid models, tailored to diverse learning and professional environments.



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**Rationale.** By integrating modern technologies and diverse methodologies, mentoring programs can become more accessible and adaptable to the needs of various mentee demographics (Altayli & Dagli, 2018; Christodoulou, 2013).

### **Teaching Framework and Methodology for Mentoring Used in Cyprus**

Mentoring methodologies in Cyprus typically reflect EU practices, involving a blend of traditional and innovative approaches like digital mentoring. Adopting flexible methodologies that can be tailored to specific needs can enhance the relevance and effectiveness of mentoring programs (Hanks & Dikilitaş, 2018).

### ***Teaching framework and methodology for Mentoring used in Italy (if applicable)***

The European Mentoring and Coaching Council (EMCC) is active in Italy through a number of member schools and organisations<sup>2</sup>. The EMCC competency framework is a detailed model used to define and assess the competencies of mentoring and coaching professionals, divided into four levels: Foundation, Practitioner, Senior Practitioner, and Master Practitioner.

The framework is structured into eight key competence categories: self-understanding, commitment to self-development, contract management, relationship building, facilitation of vision and learning, action and result orientation, use of models and techniques, and evaluation. Each category includes specific competence indicators that describe the behaviours and skills expected at each qualification level.

'Self-understanding' involves awareness of one's own values, opinions and behaviours and their impact on professional activity, using this self-awareness to improve effectiveness with clients. 'Commitment to developing one's skills' involves the exploration and continuous

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<sup>2</sup> Scuola Italiana Mentoring (SIM), MentorLab, The School of Coaching (SCOA), TPC Leadership (TPC), Winner Team, WePlusNetwork, Kingstwon College, Solutions Academy, Ingegneria Relazionale, 4Man Consulting, FormAcciò, Scuola di Counseling e Coaching Esperienziale e Relazionale, Six Seconds Italia, Coaching You, Fedro, Società Italiana Coaching Aziendale (SICA).



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improvement of one's skills through reflection and supervision. Contract management' includes clearly defining the expectations and limits of the contract with the client, maintaining transparency and adherence to a code of ethics.

'Relationship building' focuses on creating and maintaining a relationship of trust and respect with the client. 'Facilitation of vision and learning' is about supporting the client in developing new ideas and achieving meaningful goals. 'Action and result orientation' includes assisting the client in planning and executing concrete actions to achieve desired changes. The 'Use of models and techniques' involves the application of specific tools and methodologies to facilitate learning and awareness. Finally, 'Evaluation' involves collecting feedback on the effectiveness of the mentoring/coaching process and contributing to the development of an evaluation culture.

### ***Teaching framework and methodology for Mentoring used in Portugal (if applicable)***

Currently there is no specific teaching framework on mentoring that is universally recognised and adopted in Portugal.

Mentoring is generally integrated into educational and professional programmes more broadly, using general principles of personal and professional development.

However, there are some institutions and programmes that offer guidelines for the practice of mentoring, adapted to the Portuguese context.

Some companies, associations and government entities in Portugal implement mentoring programmes as part of their talent development and leadership promotion strategies.

Educational institutions and professional organisations offer courses and workshops that train mentors in specific skills, communication techniques, and personal and professional development strategies.

There are materials available that provide guidance on how to establish and maintain effective mentoring relationships, adapted to the cultural and organisational context in Portugal.



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Although there is no single national framework, these resources and initiatives contribute to a mentoring ecosystem that supports personal and professional development in Portugal.

## ***Teaching framework and methodology for Mentoring used in Spain (if applicable)***

The mentoring framework and methodology used in Spain are comprehensive and designed to support the diverse needs of mentees across different educational and professional contexts. Through structured program design, effective matching, continuous training, and rigorous evaluation, mentoring programs in Spain aim to foster personal growth, academic success, and professional development. These programs leverage various mentoring models and techniques to create meaningful and impactful mentoring relationships.

The teaching framework and methodology for mentoring used in Spain is well-developed, integrating best practices from educational research, practical experience, and tailored approaches to meet the specific needs of students. Here are key components of the framework and methodology for mentoring in Spain:

### Teaching Framework for Mentoring

#### **1. Structured Program Design**

- **Objectives and Goals:** Clear objectives are set for the mentoring program, including academic, personal, and professional development goals.
- **Phases of Mentoring:** Programs are often structured in phases, such as initial orientation, active mentoring, and evaluation.

#### **2. Selection and Training of Mentors**

- **Selection Criteria:** Mentors are selected based on their experience, skills, and motivation to support mentees. Criteria can include professional background, interpersonal skills, and commitment to the program.



- **Training Programs:** Comprehensive training is provided to mentors, covering topics such as effective communication, mentoring techniques, and ethical considerations. Training often includes workshops, online modules, and continuous professional development opportunities.

### 3. Matching Process

- **Compatibility:** Mentees are matched with mentors based on compatibility, taking into account factors such as career interests, personal goals, and learning styles.
- **Personalized Approach:** The matching process aims to create a personalized mentoring experience, ensuring that the relationship is beneficial for both parties.

### 4. Mentoring Sessions and Activities

- **Regular Meetings:** Scheduled regular meetings between mentors and mentees to discuss progress, set goals, and address challenges.
- **Activity Plans:** Structured activities and assignments are designed to help mentees achieve their goals. Activities can include goal-setting exercises, career planning, and skills development tasks.

### 5. Monitoring and Evaluation

- **Progress Tracking:** Regular monitoring of mentees' progress through feedback forms, progress reports, and periodic assessments.
- **Evaluation Methods:** Evaluation of the mentoring program's effectiveness through surveys, focus groups, and performance metrics. This helps in identifying areas for improvement and ensuring the program's goals are being met.

## Methodology for Mentoring

### 1. Mentoring Models

- **One-on-One Mentoring:** A traditional approach where one mentor is paired with one mentee, providing personalized support and guidance.



- **Group Mentoring:** A mentor works with a small group of mentees, fostering peer learning and support among the group members.
- **Peer Mentoring:** Experienced students (peers) mentor younger or less experienced students, promoting a sense of community and shared learning.
- **Online Mentoring:** Utilizes digital platforms to facilitate mentoring relationships, providing flexibility and accessibility for both mentors and mentees.

## 2. Mentoring Techniques

- **Active Listening:** Mentors practice active listening to understand the mentees' needs, concerns, and aspirations.
- **Goal Setting:** Collaborative goal setting to define clear, achievable objectives for the mentoring relationship.
- **Feedback and Reflection:** Providing constructive feedback and encouraging mentees to reflect on their experiences and learning.
- **Support and Challenge:** Balancing support with challenges to help mentees grow and develop their skills and confidence.

## 3. Ethical Considerations

- **Confidentiality:** Ensuring that all discussions between mentors and mentees are kept confidential to build trust.
- **Boundaries:** Establishing clear boundaries to maintain a professional and respectful mentoring relationship.
- **Cultural Sensitivity:** Being aware of and respectful towards the cultural backgrounds and individual differences of mentees.

## Specific Programs and Examples

### 1. Dual Vocational Training (VET) Programs

- **Integration of Mentoring:** Mentoring is a key component of the Dual VET system, where students receive guidance from workplace mentors to integrate theoretical learning with practical experience.



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- **Collaboration with Companies:** Partnerships with companies to provide mentors who can offer industry-specific advice and career guidance.

## 2. University Mentoring Programs

- **Orientation and Transition Support:** Mentoring programs designed to help first-year university students transition smoothly into higher education, focusing on academic support, social integration, and career planning.
- **Academic Mentoring:** Professors and senior students provide academic mentoring to help students with their studies, research projects, and career aspirations.

## 3. Nonprofit and Community-Based Mentoring

- **At-Risk Youth Programs:** Organizations like Fundación Exit and Fundación Tomillo run mentoring programs targeting at-risk youth, focusing on education, employment, and personal development.
- **Social Inclusion Initiatives:** Programs aimed at promoting social inclusion and integration for marginalized groups, including immigrants and refugees.



## **Good practices in the application of the competency approach<sup>3</sup> in the design and development of the professional competencies of mentors, in particular digital competencies**

### ***Bulgaria - Good practices in the application of the competency approach<sup>4</sup> in the design and development of the professional competencies of mentors, in particular digital competencies***

An example of this is the **international European project NEST (Novice Educator Support and Training - NEST)**, which is implemented under Key Action 3: Support for Policy Reform of the Erasmus+ Programme and funded by the Education, Audiovisual and Culture Executive Agency of the European Commission. A training programme for mentors of teachers with up to five years' experience in the education system is being piloted in five countries in Europe (Bulgaria, Austria, Belgium, Romania and Spain). The training programme is based on strategies to support teachers who teach in challenging environments. In Bulgaria, 60 experts from regional departments of education (Blagoevgrad, Burgas, Varna, Veliko Tarnovo, Gabrovo, Kardzhali, Kyustendil, Lovech, Montana, Pleven, Plovdiv, Sofia-city, Stara Zagora and Targovishte) have been trained, but the programme can also be applied to mentor teachers, principals, deputy principals and other colleagues who support new teachers.

The objectives of the NEST project are to: appraise and evaluate the impact of a new approach to supporting beginning teachers; investigate what mentoring support has the greatest impact for beginning teachers; increase the capacity of mentors of newly recruited teachers; look for solutions to how mentors can help teachers feel supported, satisfied and

<sup>3</sup> "The competency-based approach means that education goals are more strongly tied to situations of applicability in the world of work." Bositkhonovich, R. A. (2019). The role of the competence approach in pedagogical education. European Journal of Research and Reflection in Educational Sciences, 2019.

<sup>4</sup> "The competency-based approach means that education goals are more strongly tied to situations of applicability in the world of work." Bositkhonovich, R. A. (2019). The role of the competence approach in pedagogical education. European Journal of Research and Reflection in Educational Sciences, 2019.



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willing to stay in the system long-term; work long-term to increase the motivation of newly recruited teachers and their mentors, effective teaching and retention of new educators . The coordinator of the international consortium of the NEST project is the "Together in Class" Foundation, and the other Bulgarian partners are the Ministry of Education and the Trade Union "Education" of the CT "Podkrepa" (See):

- <https://www.youtube.com/watch?v=CkTvKOv9YGE&t=37s>.
- <https://www.youtube.com/watch?v=kWQUHarJYZg>
- <https://www.youtube.com/watch?v=PQ0LwpYo0mc>
- <https://www.youtube.com/watch?v=WjXrL4Kqdgcg>

**Mentoring program to support the student, developed by the SoftUni Light CHPDC team and a member of the Future in Light Foundation.** (See: <https://pedagogika.bg/mentorska-programa-v-podkrepa-na-uchenika/>)

Through the mentoring program, an attempt is made to engage successful students outside of the classroom. School is not only a place to learn, but also a space to make friends, a good environment and make everyone feel valued. Mentors are giving students who are proactive, which does not necessarily mean they are excellent, but rather they are good at the type of activity their classmate is struggling in. They have skills such as adaptability and flexibility which they use in a good way. These are students who have found a clever way to be good in a particular area. Mentors are also the students who are not afraid to go to competitions and Olympiads, to attend extracurricular activities, to give their best where they feel strong, and to make up gradually where they fall short. These are kids who are committed to their own success and prepare hard. Mentors also have an important social role to play because often the mentee not only finds support from someone to work with and understand the material to make up the gaps, but also finds a friend. In the mentor-mentee pair, the children have often not communicated with each other intensively and are usually from a different friend circle. As they begin to work together, they get to know the other as a person and often befriend each other.



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The analysis of the need for the mentoring programme under consideration is made with the help of the teachers who know the children best. At the end of the first term, they assess the lower-achieving pupils and those who are coping with their tasks. Subsequently, they organise meetings with each one individually or in groups, where they explain the idea of the mentoring programme. When a particular child agrees, he or she is included. If the same child refuses to be involved and expresses his/her willingness to go it alone, he/she gets that chance. The same thing happens with the mentors, because it is not about forcing inclusion, but about the children feeling together in the process. But it's another commitment for the mentors and when they have a lot of other commitments, it can't happen because the program is really time consuming. Once there is agreement on both sides, the pair allocation happens. The main indication is the interests of the students so that they find common themes and can work well together. In turn, the participants in the program allocate their own time and decide when and how to see each other, but it is always the mentored student who should seek out his mentor because he has an interest and a need and in that sense should be the active party. The mentor is a partner to work with.

The mentoring process itself is implemented in two steps:

- 1) Each student in the mentoring program is given a list of goals in one, two, or more subjects in which he or she is having difficulty, which are strictly individual and have a fixed time limit. The individual goals are set according to the abilities and objectives that the respective teacher wants to achieve with the student. They are not generic for the class, but only for the individual child and aim to move him or her a few steps forward. The goals are precisely fixed and clearly structured, but above all they are realistically achievable and respond to the emotional, intellectual and spiritual development of the mentored student. They can also affect the personal development of the student, if he is more introverted the goal set may be linked to appearances in front of the class or the opposite can be controlled if he is too extroverted.
- 2) After receiving the goals, the student learns the name of his mentor. The mentor's job is not to write the homework or study for the mentored student, but to support the student



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where needed. The mentor's role is to show that there is an easier way for difficult material to be grasped and learned, and to share how he or she went through it.

As one of the oldest forms of influence and a mechanism for informal learning, mentoring is helping one person to another through significant transitions in a person's life, such as acquiring knowledge and skills, finding a job, integrating socially and professionally, and it is the mentor who supports the mentee in making this change. In recent years, globally, the process of mentoring, carried out by employers themselves and/or experienced employees from the enterprise involved in the role of mentors/mentoring other staff, has become established as a method for carrying out an effective learning process.

An example of this is the training initiative of Nemechek Bulgaria - **RISE Bootcamp**.

RISE is aimed at students and software enthusiasts who are not yet ready to start in a Junior position (See: <https://www.youtube.com/watch?v=A8phgaa8OnA>)

The RISE program aims to develop critical thinking, problem solving skills, adaptability to technology, application of fundamental principles in a real environment, independence, but also teamwork. The duration of the program is three and a half months, with 60% of the curriculum consisting of lectures + practical assignment and soft skills training, 30% consists of a team developed, with other RISE participants, final project, 10% is non-teaching events to maximize exposure to the organizational culture of the company.

**Mentor the Young** is a free, three-month mentoring program that supports the development of young people ages 18 to 25 by matching them with an individual mentor with at least 5 years of experience. (See: <https://www.mentortheyoung.com/about>) The program aims to provoke positive change in the personal, career and entrepreneurial lives of young people in Bulgaria.

In terms of content, the Mentor the Young programme is aimed at:



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- developing goal setting skills, with each mentee setting 3 personal, career or entrepreneurial goals to accomplish with the help of their mentor;
- forming mentor pairs, taking into account parameters such as profession, specialization, type of goals, stage of development and many other characteristics of the mentees;
- launching the program with an introductory training for mentors and mentees, and during the three months coordinating the mentoring process with monthly meetings.

Beyond mentoring, the program provides multiple opportunities to build knowledge in the areas of soft skills, leadership and entrepreneurship by.

- Business simulations: organizing team and competitive business simulations with real case studies, introducing participants to the professional world up close.
- High-quality information: delivering relevant and meaningful knowledge from experienced guest speakers and leading companies and startups.
- Online Training: Deliver online training with guest speakers on topics tied to soft skills, leadership and entrepreneurship.
- Actionable Knowledge: Delivering knowledge that comes from real business environments - the kind that can be learned today and applied tomorrow.
- Networking Events: Hosting casual, non-networking events, providing the opportunity for hundreds of new and meaningful introductions.
- Prize Fund: Distributing over £2,500 in educational resources to young people who complete all social challenges.
- Social Challenges: Implement a series of social challenges that help participants get to know each other.

The program is open to all professionals and entrepreneurs with at least 5 years of experience as mentors, who will spend an average of 2 hours per week sharing their knowledge and experience to assist a youth in beginning their personal, career or entrepreneurial development. A theoretical framework and practical guidance for mentoring is provided during the pre-mentoring coordinator meeting. The youth with whom the specific mentor is matched matches in interests and focus of knowledge, skills, desires.

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During the first week of the program, the mentor's task is to support the mentored youth in setting 3 goals that they will work towards together as a pair over the next three months.

**The Children's Foundation mentoring program** gives children deprived of parental care an alternative - communication with an adult who can give them individual attention, be the good example - the person they want to be like when they grow up. The person who will teach them how to ride a bike, how to play sports, how to make a monthly budget, how to make a pie and how to draw up a contract for the purchase and sale of the martenitsi they have made.

(See:

<https://dechitsafoundation.org/%D0%BC%D0%B5%D0%BD%D1%82%D0%BE%D1%80%D1%81%D0%BA%D0%B0%D0%BF%D1%80%D0%BE%D0%B3%D1%80%D0%B0%D0%BC%D0%B0#4b845425-aec8-4cb1-8db5-95f6eec66904>)

The program aims to prevent the trauma of abandonment in children deprived of parental care. Those suffering from abandonment do not feel emotionally nourished enough. The mentor's role is primarily to help the child realize that he or she can achieve anything on his or her own and to give the support needed to do so. It is important that the mentor does not try to solve the child's problems but guides the child on how to solve them themselves.

Mentors help such children learn skills that children usually acquire by participating in their parents' daily lives. The other very important element of the mentoring program is the development of the children's emotional intelligence and their communication skills. Few people realise it, but a child who has grown up in an institution often struggles to even correctly identify the emotions they are experiencing and as a result it is almost impossible to manage them properly.

Communication skills are also a key factor in the integration of each of us into society. They are formed individually and throughout life. Influencing factors here are relationships with peers, later with management and colleagues. Overall, awareness of our own social role dictates the "rules" of behaviour and communication in our environment.



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A good mentoring practice in Bulgaria is the **mentoring programme for young volunteers working with children, developed by the team of the Association for Shared Learning ELA**. The training programme and the handbook for volunteer mentors were developed within the project "Ready for Tomorrow - a programme for youth volunteers as mentors for children from vulnerable groups" (See: <https://www.ela-bg.eu/bg/Ready-for-tomorrow-start>). The project is implemented with the financial support of the National Programme for Youth (2016-2020), Ministry of Youth and Sport under contract No. 25-00-25/02.06.2020.

The programme addresses all stages and processes in the interaction between mentor and mentee, offering a structure and responding to basic demands of young people willing to give up their time to be mentors. The mentoring programme comes as a natural extension of the Association's long-standing work with students in education and other humanities degree programmes, preparing them to work directly with children. With the program, the ELA team seeks to offer a structured process with clear roles, working principles, and healthy relationship boundaries. The program takes an in-depth look at goal setting as an important aspect of the mentoring process. The ability to set goals, determine steps to accomplish them, and the ability to analyze accomplishments is important for both daily life and school life, as well as for the professional development of children in the future. Goal-setting is also seen as a tool for discovering students' strengths and their real-life application.

The programme is structured in a handbook which is freely available (See: Folder of Appendices - Appendix 3.). The handbook also addresses the challenges that a mentor may encounter and how to find solutions to them. In the mentoring process, the challenges can range from purely administrative to deeply emotional such as strong attachment, mixing different roles, and making the mentor an "advisor for all matters."

Volunteer students and fifth graders from **156 Vasil Levski Municipal School in Kremikovtzi** participated in the development of the program. The children's feedback has been entirely positive, almost all stating that they enjoyed interacting with the students. More than 80% felt that it was easier to set goals after these meetings, and about 70% said that they enjoyed discovering and discussing their own strengths, as well as feeling more confident to make plans for themselves.

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In the period 2021 - 2022, a similar mentoring initiative with the Bulgarian Chevening Association was organised by the Amalipe Centre to support disadvantaged students to apply to university and to support efforts to motivate them for social inclusion. The aim is also to further develop the **Shapers of Tomorrow mentoring programme** to extend mentoring and peer support to (potential) disadvantaged students to help them enter vocational training or further higher education, and to extend networking opportunities to help them move from training into employment. The selection of mentees and matching them with mentors is organised online. Mentors and mentees have access to the Shapers of Tomorrow platform, where special materials and interactive training are available. Rapid mentoring is a series of short, focused conversations on specific issues. The conversations involve one-on-one interaction between the mentee and a number of mentors on a consistent order. This allows mentees to experience more interactions and can then get a lot of input from different mentors with different backgrounds. (See: <https://amalipe.bg/mentorska-programa-uchenici/>)

Season 7 also launched the **mentoring program of Teennovator** (Teennovator 7: 12.10.2024 - 17.05.2025) The mentors in Teennovator are entrepreneurs and startup leaders with ventures in different business fields. Their task is to inspire students through personal example and to share professional experiences for teams to launch businesses. Meetings between students and mentors take place once a week online or in person. A Teen Startup Club consists of two mentors and 10 students. The program provides a developed curriculum based on practical exercises and examples from business. (See: <https://teenovator.bg/>)

Another mentoring program that deserves recognition, implemented in Bulgaria, is **ABLE Mentor**. Its aim is to empower students to pursue their ideas by seeking and finding solutions to their challenges. This program has a 10-year history in Bulgaria and 20 implemented mentoring seasons in 12 Bulgarian cities with over 2800 participants. (See: <https://www.ablementor.bg/students/>) Encouraged by the success of ABLE Mentor, the program founders created an online version of the program - ABLE Mentor Online - to reach



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an even wider range of students and mentors while maintaining the quality and positive outcomes of the mentoring relationship.

ABLE Mentor Online provides an opportunity for people to participate whose cities do not currently have the standard program format of physical events. ABLE Mentor Online also takes place over a 3-month period, on a schedule similar to that of the current standard season in Sofia. It takes place twice a year, in the spring and fall, and is aligned with the students' school term, holidays and graduations. The beginning of the program takes the form of a webinar event where the first meeting between mentors and students takes place. By the end of the programme, there are several events and training sessions that also take the form of webinars. Communication between student and mentor also takes place online and is facilitated by coordinators, members of the ABLE Mentor team. In the current season (2024-2025), the standard ABLE Mentor format will be held in the city of Sofia, and all interested students from other locations have the opportunity to apply to ABLE Mentor Online.

For mentors, the program is looking for proven professionals with experience in their field. Their location can be in any city in Bulgaria or abroad. The minimum requirement for any mentor candidate is to be 23 years of age or older. Each selected student in 10th or 11th grade is assigned one mentor with whom they share common interests. They work together for a period of 3 months on a specific project, with the ultimate goal of building a diverse set of skills in the student. Projects are chosen by the students with help from their mentors and can be related to personal development, social change or entrepreneurship.

### **Mentoring Program 2024 Alumni Club at Romain Rolland. Alumni Club initiatives.**

Content of the mentoring programme: Finding personal meaning and setting goals; Individual project work with mentor support; Giving regular feedback on training; Mid-term and final presentation to advisors; Master class training sessions every two weeks with a guest speaker; Specialised sessions with a practical focus. (See: <https://www.romainrolland-alumni.org/mentorship/>)



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***Cyprus - Good practices in the application of the competency approach<sup>5</sup> in the design and development of the professional competencies of mentors, in particular digital competencies.***

**Good Practices in the Application of the Competency Approach:**

In Cyprus, good practices in the application of the competency approach to mentoring involve identifying core competencies for various mentoring roles and designing training programs that focus on these competencies. This could include digital competencies, which are increasingly important in today's technology-driven environment. Programs may use competency frameworks to standardize training processes and ensure that mentors are well-equipped to support their mentees effectively (Hadjibalassi et al., 2012; Charalampous, 2023).

**Good Practices in Competency Approach Comparison:**

Both Cyprus and the EU emphasize a competency-based approach in mentoring, particularly concerning digital competencies critical in today's technology-driven environment. The EU's structured frameworks for competency development in mentoring are mirrored in Cyprus's practices, which aim at ensuring mentors are equipped to facilitate comprehensive mentee development (Altayli & Dagli, 2018; Karagiorgi & Symeou, 2006).

**Definition.** A competency approach in mentoring focuses on identifying and developing specific skills and behaviors that contribute to successful outcomes in a mentoring relationship.

**Comparison.** Both in Cyprus and across the EU, there is a focus on developing digital competencies within mentoring practices, reflecting the increasing integration of technology in professional development.



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**Good Practice.** Implementing a structured competency framework that clearly defines expected competencies and provides tools and resources for their development is essential for effective mentoring (Marneros et al., 2021).

### **Competency-Based Approaches and Professional Development**

**Action.** Implement competency-based frameworks that are regularly updated to reflect the latest skills needed in the professional world, including digital literacy and cross-cultural competencies.

**Rationale.** A focus on developing specific competencies ensures that mentors are well-prepared to address the challenges faced by mentees in a rapidly changing global environment (Gürtunca, 2024).

### **Good Practices in the Application of the Competency Approach**

Competency-based approaches, especially in developing digital skills, are essential for modern mentoring practices. Implementing structured competency frameworks can ensure mentors are well-equipped to support their mentees effectively (Hadjibalassi et al., 2012).

### ***France - Good practices in the application of the competency approach<sup>6</sup> in the design and development of the professional competencies of mentors, in particular digital competencies***

Since 2014, there has been an integration of cross-disciplinary competencies on national diplomas at university degree level (bachelor's, professional bachelor's, master's) have been listed according to a classification of specialisms, which enables the definition, at national level, of the competencies of students holding a specific degree specialism. These learning outcomes can take the form of specialisms within the framework of the programmes taught

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<sup>6</sup> “The competency-based approach means that education goals are more strongly tied to situations of applicability in the world of work.” Bositkhonovich, R. A. (2019). The role of the competence approach in pedagogical education. European Journal of Research and Reflection in Educational Sciences, 2019.



in universities. However, the Ministry of Higher Education is responsible for registering national records describing the learning outcomes of holders of a degree specialism in the National Register of Professional Qualifications (RNCP), which constitutes the national framework. Cross-disciplinary competencies common to all degree specialisms (in bachelor's, professional bachelor's degrees, and master's degrees) are described in the national records, which sends out a strong signal to the labour market concerning the level of graduates; these cross-disciplinary competencies are supplemented by competencies specific to each specialism.

Moreover, French higher education institutions have been proactive in integrating digital competencies into their curricula. The use of digital portfolios and competency platforms helps mentors track and assess their progress in real-time. These tools are instrumental in identifying gaps in skills and providing targeted training to address them. In France the importance of digital technology in education can be highlighted as part of teaching materials and resources for educators. It highlights the use of digital tools and platforms to enhance learning and mentoring, aligning with the national push towards integrating technology in education.

(France

Compétences,

2021)

### ***Italy - Good practices in the application of the competency approach<sup>7</sup> in the design and development of the professional competencies of mentors, in particular digital competencies***

It was not possible to identify current studies (or publications by the single organizations involved in mentoring projects in Italy) with respect to best practices of contemporary mentoring projects/programmes. However, from the examined bibliography some past projects can be considered as best practices. Given the importance of the activities of the

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associated partner Scuola Italiana di Mentoring these will be taken into account later in the practical definition of the framework.

Project "Help" of the Municipality of Pontassieve: The 'Help' project has been active since 1996 and aims to support young people through a mentoring process, although the expert figure is called a 'tutor'. This project embodies the competence-based approach as the tutor/mentor helps young people develop personal and professional skills through continuous support and guidance. The mentee's goals are prioritised, and the mentor works to facilitate the achievement of these goals in real-life contexts.

Tuscany Region's 'Investire in Rosa' Project: This project focuses on supporting women in the labour market, using mentoring to promote empowerment and professional development. The skills-based approach is evident in the way the project helps participants develop skills needed for the job, probably including digital and management skills.

Rome Caritas Diocesana 'Volontari in Prigione' project: Volunteers act as mentors for prisoners, providing moral and practical support to facilitate their reintegration into society. This project uses a skills-based approach to develop social and life skills in prisoners, preparing them for a productive post-prison life.

The mentoring project of the Scuola Militare Nunziatella represents a further relevant example of good practice in the application of competence-based mentoring. The project aims to develop key competences in young cadets through a structured and customised system. Mentors, selected for their experience and recognised by the community, guide mentees through a training process that includes both academic and practical skills. This system allows the cadets to apply the acquired knowledge in real-life situations, improving their preparedness for future professional and personal challenges.

Rete per l'Adozione Professionale degli Immigrati' project: This project uses mentoring to facilitate the professional integration of immigrants, supporting them in developing professional and adaptive skills needed for the labour market. Mentors help immigrants navigate the labour market, improve their skills and adapt to new living and working conditions.



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***Portugal - Good practices in the application of the competency approach<sup>8</sup> in the design and development of the professional competencies of mentors, in particular digital competencies***

In Portugal, there are some practices that stand out in the design and development of mentors' professional skills, especially regarding digital skills, ensuring that mentors are well prepared to use digital tools and modern mentoring methods.

### **Insightout Life happens**

Mentoring Foundation Course is an innovative and comprehensive training in Mentoring that will enable participants to understand the meaning and potential of Mentoring; Internalisation of the ethical principles of Mentoring. Course certified by EMCC GLOBAL

### **Nova School of Business & Economics**

Nova SBE Executive Education's Mentoring Programme aims to train professionals with the potential to be mentors, reinforcing their own potential and providing them with tools for self-knowledge and more informed decision-making.

### **PORUGAL DIGITAL**

Academia Portugal Digital is a platform that brings together free courses, where you can diagnose your digital skills, access training and explore career opportunities. It's a tool with various opportunities, which helps you test, improve and certify your digital level, allowing you to raise the digital skills of citizens and be a resource for companies in the qualification of their workers.

In addition to the practices mentioned above, there are some relevant initiatives in Portugal such as:

**EUSOUDIGITAL** is a Digital Empowerment Programme that will help thousands of adult Portuguese who have never used the internet. With the help of Mentors/Volunteers, supported in hundreds of Centres across the country.

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<sup>8</sup> “The competency-based approach means that education goals are more strongly tied to situations of applicability in the world of work.” Bositkhonovich, R. A. (2019). The role of the competence approach in pedagogical education. European Journal of Research and Reflection in Educational Sciences, 2019.



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**Junior Achievement Portugal** is a Mentors for the Future programme to empower young mentors with digital and mentoring skills to support other young people in developing their entrepreneurial skills. It combines face-to-face and online training with individualised mentoring, using active methodologies and gamification to make the mentee more dynamic and involved. It promotes the development of socio-emotional skills such as communication, teamwork and problem-solving.

**Microsoft Portugal** is a digital mentoring programme to help Portuguese startups in their digital transformation process through mentoring from Microsoft experts. Focussed on areas such as artificial intelligence, cloud computing and big data. Connects startups with experienced mentors in different areas of digital transformation. It offers workshops, webinars and other events to complement the mentoring.

### ***Spain - Good practices in the application of the competency approach<sup>9</sup> in the design and development of the professional competencies of mentors, in particular digital competencies***

Spain has made significant strides in applying the competency approach to develop the professional and digital competencies of mentors. By leveraging well-defined competency frameworks, offering comprehensive training programs, utilizing advanced digital tools, and fostering a culture of continuous improvement, Spain is enhancing the effectiveness of its mentoring programs. These good practices ensure that mentors are well-equipped to support their mentees in a digitally-driven educational landscape.

The competency-based approach in designing and developing professional competencies for mentors, particularly focusing on digital competencies, has been increasingly emphasized in Spain. Here are some good practices in the application of this approach:

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<sup>9</sup> “The competency-based approach means that education goals are more strongly tied to situations of applicability in the world of work.” Bosikhonovich, R. A. (2019). The role of the competence approach in pedagogical education. European Journal of Research and Reflection in Educational Sciences, 2019.



## 1. Defining Competency Frameworks

### Competency Frameworks

- **Digital Competence Framework for Educators (DigCompEdu):** The European Commission's DigCompEdu framework, which is widely adopted in Spain, outlines the digital competencies educators should develop.
- **National Institute of Educational Technologies and Teacher Training (INTEF):** INTEF has localized and expanded on DigCompEdu to provide specific guidance for Spanish educators and mentors.

### Competency Areas

- **Professional Engagement:** Using digital technologies for communication, collaboration, and professional development.
- **Digital Resources:** Selecting, creating, and sharing digital resources.
- **Teaching and Learning:** Using digital tools to enhance teaching and learning processes.
- **Assessment:** Utilizing digital tools for assessment and feedback.
- **Empowering Learners:** Personalizing learning experiences and supporting learners' digital literacy.
- **Facilitating Learners' Digital Competence:** Teaching and facilitating digital skills among learners.

## 2. Training Programs and Professional Development

### INTEF Training Programs

- **Online Courses and MOOCs:** INTEF offers online courses and MOOCs on digital competencies, covering various aspects such as digital citizenship, digital content creation, and using digital tools for assessment.



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- **Face-to-Face Workshops:** Practical workshops for educators and mentors to develop hands-on experience with digital tools and resources.

## University Programs

- **Master's Programs in Educational Technology:** Several Spanish universities offer master's programs focusing on educational technology and digital competencies for educators.
- **Professional Development Workshops:** Universities conduct workshops and seminars for mentors to update their digital skills and integrate technology effectively in their mentoring practices.

## 3. Digital Tools and Resources

### E-Learning Platforms

- **Aula Mentor:** An initiative by the Ministry of Education offering a range of online courses for professional development, including digital competencies.
- **Procomún:** A digital repository providing access to a wealth of educational resources, tools, and communities for teachers and mentors.

### Collaborative Tools

- **Microsoft Teams, Google Classroom, and Moodle:** These platforms are extensively used for collaborative teaching, learning, and mentoring activities.
- **Virtual Learning Environments (VLEs):** Universities and schools utilize VLEs to create immersive and interactive learning experiences.



## 4. Mentorship Models and Best Practices

### Blended Mentoring

- **Combining Face-to-Face and Online Interactions:** Blended mentoring models leverage both in-person and digital interactions to provide a comprehensive mentoring experience.
- **Flexibility and Accessibility:** Digital tools allow for flexible scheduling and broader access to mentoring resources, making it easier for mentors and mentees to connect.

### Peer Learning and Communities of Practice

- **Online Communities:** Platforms like INTEF's Procomún and social media groups facilitate peer learning and the sharing of best practices among mentors.
- **Collaborative Projects:** Engaging mentors in collaborative projects to co-create digital content and resources, fostering a culture of continuous learning and innovation.

## 5. Assessment and Evaluation

### Self-Assessment Tools

- **Self-Assessment Frameworks:** Tools like the European Digital Competence Framework for Citizens (DigComp) allow mentors to self-assess their digital competencies and identify areas for improvement.
- **Reflective Practices:** Encouraging mentors to engage in reflective practices to continuously evaluate and enhance their digital skills.

### Feedback Mechanisms

- **Peer Feedback:** Incorporating peer feedback sessions where mentors can receive constructive feedback on their use of digital tools and resources.



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- **Mentee Feedback:** Collecting feedback from mentees to assess the effectiveness of digital competencies in mentoring relationships.

## 6. Policies and Support Structures

### Institutional Policies

- **Digital Strategy Plans:** Educational institutions in Spain are increasingly developing digital strategy plans that include the integration of digital competencies for mentors.
- **Continuous Professional Development (CPD):** Policies promoting CPD ensure that mentors have ongoing opportunities to update their digital skills.

### Support and Resources

- **Technical Support:** Providing robust technical support to mentors to help them navigate and utilize digital tools effectively.
- **Resource Libraries:** Maintaining updated libraries of digital resources that mentors can access to enhance their mentoring practices.

In Spain, the emphasis on digital competencies for mentors has been growing due to several factors:

#### 1. Digital Transformation Initiatives:

- National and regional initiatives aimed at digital transformation in education and business sectors.
- Programs like the "Plan Nacional de Competencias Digitales" which aim to enhance digital skills across the population.

#### 2. Increased Use of Digital Tools:

- The pandemic accelerated the adoption of digital tools for remote work and learning.
- Greater reliance on online platforms for communication and collaboration.

#### 3. Government and Institutional Support:



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- Support from educational institutions and government bodies to integrate digital competencies into professional development programs.
- Funding and resources allocated for training and upskilling in digital areas.

## Training and Development

To support mentors in acquiring these competencies, various training programs and resources are available in Spain:

### 1. Formal Training Programs:

- Universities and professional training institutes offer courses in digital skills and mentorship.
- Specialized programs focusing on digital transformation and leadership.

### 2. Online Courses and Workshops:

- Online platforms (e.g., Coursera, edX) provide courses on digital literacy, content creation, and cybersecurity.
- Webinars and workshops focused on specific digital tools and skills.

### 3. Professional Networks and Communities:

- Participation in professional networks and communities of practice for ongoing learning and support.
- Mentorship programs that pair experienced digital mentors with those looking to improve their digital competencies.

By developing both professional and digital competencies, mentors in Spain can provide more effective guidance and support, helping their mentees navigate an increasingly digital world.



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## **Key actors/organizations/in the teaching, training, and practice of mentoring for non-profit organizations.**

***Bulgaria - Key actors/organizations/in the teaching, training, and practice of mentoring for non-profit organizations. (Specifically add for each organization whether they offer e-mentoring or just in person):***

### **Mentoring support for career development and talent management**

Good practices in career development through mentoring are related to this, that all employees, regardless of their age, shall be given the opportunity to develop and advance (not necessarily hierarchically) by maintaining and expanding their knowledge, skills and competencies.

### **Organizations active in teaching and mentoring of teachers**

Mentoring in the field of teacher education is a strategy of individual and institutional support implemented in a two-person learning partnership and is primarily aimed at professional development. In this case, it is developing, a caring, shared, consensual and supportive relationship in which one person invests time, know-how, challenges and efforts to increase the capacity of another person to the growth of his knowledge and skills, as well as to respond to critical needs in life in ways that prepare him for higher efficiency and achievements in the future.

The Institute for Progressive Education Association is a public benefit organization working for change in policies and practices in education, for more autonomy of schools, for the creation of networks for professional support of principals and teachers in the introduction of innovations, for increasing funding for education as a condition for carrying out future-oriented significant changes. The main subject of activity of the Association is research, development, implementation and promotion of innovative educational models and



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approaches, pedagogical systems and educational content, as well as the development of professional communities and learning organizations

**Programme “Young Teachers”,** <https://klett.bg> provided by KLET Bulgaria - a leading educational publishing house in our country.

The Young Teacher Program is a series of online trainings in which mentors with extensive experience in teaching, managing and training pedagogical staff will provide valuable guidance for the development of novice teachers in the field of preschool education.

The trainings aim to give important guidance at the beginning of the professional path to teachers with little or no experience in the specialty, to students with a pedagogical profile who want to develop themselves in the profession, as well as to all other active teachers who need additional guidance for their work.

Each of the trainings will look at a different aspect of the work of teachers in kindergarten and preparatory groups at school. Both methodological and purely practical guidelines and examples from the long-term practice of lecturers in the field of preschool education will be given. The topics are selected to cover the main activities related to the teacher's daily work with children and their parents. The mentors will look at the different tools for making a successful learning process happen and will give their time-proven recommendations and examples.

### **NGOs providing mentoring programmes in Bulgaria**

#### **ELA Association with a mentoring program for working with children "Ready for Tomorrow"**

<https://www.ela-bg.eu/bg/MMS-pressconference>

ELA is an organization registered in public benefit, which does not generate profit and does not distribute dividends. The association has been working for more than 20 years with children and young people who are helped to find their way in life and/or overcome a difficult stage they are going through. We also work with schools, parents and teachers who consciously support children in building their social and emotional skills.

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The team of the ELA Shared Learning Association has developed a mentoring program for young volunteers to work with children. Youth Volunteer Program as mentors to children and students from vulnerable groups. The program addresses all stages and processes in the interaction between a mentor and a referrer, offering a structure and responding to the basic demands of young people wishing to spend their time to be mentors.

The mentoring program comes as a natural continuation of the Association's long-term work with students in pedagogical and other humanitarian specialties and their preparation for direct work with children. With the program, the ELA team strives to offer a structured process with clear roles, principles of work and healthy relationship boundaries.

### **NGOs providing cultural mentoring program**

Association "Big Brother, Big Sister – Bulgaria" within project "Match with Arts and Culture\*", developed a methodology for the implementation of a cultural mentoring program that includes: Handbook for the implementation of a cultural mentoring program and guidelines for training mentors in a cultural mentoring program.

### **National Mentoring Program for female entrepreneurs**

<https://mentorite.bg/about-us/>

WOMEN'S BUSINESS COMMUNITY is Europe's first social accelerator for the development of authentic women's entrepreneurship in Bulgaria. It brings together women with entrepreneurial interest seeking realization and development of creative, innovative, sustainable ideas and their own projects.

Through the application of innovative practices, methodologies, trainings, know-how, the accelerator assists, supports and finances active, active and enterprising people to create practical working projects, products, services.

National Mentoring Program is suitable for all ladies who have a business idea and want to implement it, but do not have the courage, knowledge and experience. Also for owners of existing businesses, for established entrepreneurs with already existing businesses or those in development, who are looking for upgrades, new markets, competitive advantages. The program is also suitable for businesses that need rebranding, innovation and restructuring.



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### **"NGO Mentoring Program" of the Bulgarian Donors' Forum (BDF)**

The purpose of "NGO Mentoring Program" of the Bulgarian Donors' Forum (BDF) is to contribute to increasing the capacity of civil society organizations in terms of presenting their causes and attracting partners. Civil society organizations from all over the country can join the programme. The program is free of charge and is financed by the Active Citizens Fund of the Financial Mechanism of the European Economic Area.

Online trainings will take place within three months, which cover the following topics such as the donor environment in Bulgaria, basic steps in fundraising, creating partnerships and improving public communication skills.

*Education organization issuing a recognized diploma for mentoring:*

- Sofia University
- University of Veliko Tarnovo

### ***Cyprus - Key actors/organizations/in the teaching, training, and practice of mentoring for non-profit organizations. (Specifically add for each organization whether they offer e-mentoring or just in person):***

Important actors in Cyprus include local universities, professional associations, and European networks like the European Mentoring and Coaching Council (EMCC) Cyprus. These organizations might offer various forms of mentoring, including face-to-face and e-mentoring, to cater to a broader audience. Each organization's role in fostering mentoring relationships is critical, providing resources, training, and certification that uphold high standards of professional conduct (Klerides & Philippou, 2015; Gravani & Ioannidou, 2014).

**Key Actors and Organizations Comparison.** Like many EU countries, Cyprus hosts local chapters of international organizations such as the European Mentoring and Coaching Council, which set standards and offer training and accreditation. These entities ensure that



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mentoring practices in Cyprus are in line with European best practices, providing consistent quality across borders (Karagiorgi & Symeou, 2006; Pashiardis et al., 2012).

**Definition.** Key actors in mentoring include institutions, associations, and groups that provide resources, training, or platforms for mentoring activities.

**Comparison.** Like its EU counterparts, Cyprus benefits from the presence of international and local organizations that standardize and support mentoring practices.

**Good Practice:** Collaboration among organizations to share resources and best practices can enhance the quality and reach of mentoring programs (Hadjibalassi et al., 2012).

### **Strengthening Key Actors and Organizations**

**Action.** Facilitate stronger networks and collaborations among mentoring organizations within Cyprus and across the EU. This could involve shared training programs, resources, and cross-border mentoring initiatives.

**Rationale.** Collaborative networks can enhance resource sharing, provide broader learning opportunities, and increase the overall quality and reach of mentoring programs (Kuter & Koc, 2009).

### **Key Actors/Organizations in the Teaching, Training, and Practice of Mentoring**

Organizations like the EMCC Cyprus are crucial for maintaining high standards in mentoring. Promoting collaboration among local and European organizations can enhance resource sharing and program quality (Altayli & Dagli, 2018).

***France - Key actors/organizations/in the teaching, training, and practice of mentoring for non-profit organizations. (Specifically add for each organization whether they offer e-mentoring or just in person):***

France Compétences is the national authority responsible for overseeing and regulating vocational training and apprenticeship systems in France. Established by the French government, its mission is to ensure the coherence and quality of training systems, enhance



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the professional skills of individuals, and improve the match between training programs and the labour market needs. It plays a pivotal role in accrediting professional qualifications, distributing funding, and providing guidance to training providers.

Key Functions are related to regulation and accreditation, in which France Compétences accredits training programs and ensures they meet quality standards. It evaluates and validates professional qualifications, ensuring they are relevant to the current job market. Furthermore, the funding distribution is managed and allocated on funds for vocational training and apprenticeships, ensuring resources are effectively used to support skill development. Furthermore guidance and support is provided information and guidance to training providers, employers, and individuals about vocational training opportunities and best practices.

Pôle Emploi is the national employment agency in France, playing a critical role in the teaching, training, and practice of mentoring. This organisation provides comprehensive support to job seekers, including training programs and mentoring services aimed at improving employability and facilitating job placement. Pôle Emploi offers both in-person and e-mentoring options to cater to a wide range of needs. In-person mentoring involves direct interactions between mentors and mentees at local Pôle Emploi offices, where tailored guidance and support are provided. E-mentoring, on the other hand, leverages digital platforms to connect mentors with mentees, offering flexibility and accessibility for those who may not be able to attend in person. Through these mentoring programs, Pôle Emploi helps individuals develop necessary job skills, navigate the job market, and achieve their professional goals. Their efforts are integral to supporting the workforce and enhancing employment outcomes in France. (Pôle Emploi)



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***Italy - Key actors/organizations/in the teaching, training, and practice of mentoring for non-profit organizations. (Specifically add for each organization whether they offer e-mentoring or just in person):***

**Sodalitas**, established in 1995 by a group of volunteer consultants with the support of Assolombarda and numerous companies from the industrial, services, credit, and finance sectors, has played a crucial role in mentoring within Italy's non-profit panorama. The core business of Sodalitas involved assisting non-profit organizations through free consultancy interventions, thanks to funding from numerous enterprises. These interventions covered various consultancy fields, including administration, finance, control, management, organization, human resources, training quality, information systems, production systems, organizational and managerial check-ups, communication, marketing, fundraising, strategies, business planning, and project management.

Sodalitas engaged in many projects involving numerous initiatives and organizational coaching paths, utilizing mentoring methodology. The organization did not maintain a permanent internal mentoring structure or a constantly active program but conducted ad hoc interventions customized and tailored to the specific needs of the moment and the recipients. This approach allowed mentoring to be used for diverse types of recipients and extremely varied objectives.

Mentoring was employed when consultancy interventions were insufficient, requiring the activation of orientation and training/self-training paths on specific issues of organizational consultancy interventions, fully agreed upon and formalized with the organization involved. Sodalitas worked with a range of organizational situations, from highly organized entities like Telethon and the Italian Cancer Research Association to small, purely voluntary organizations.

In particular, the Municipality of Milan financed several mentoring experiences through Sodalitas over three years, aimed at professionalizing students exiting traditional educational paths. Mentoring was also used in professionalization pathways for recent graduates or high school graduates to translate specific knowledge and professional content



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into practical skills. Sodalitas's approach to mentoring emphasized "strong orientation," aiming to make users aware of their competencies and guide them in planning and self-designing their learning and development paths.

Fondazione Sodalitas is now a partner for companies in the field of sustainability. The Foundation is dedicated to promoting and recognising the role of companies in achieving sustainable development. It builds partnerships for community growth, generating social value and contributing to a future of inclusion and development. Sodalitas promotes the development of initiatives that are jointly designed and implemented by companies and key stakeholders: institutions, the non-profit sector, schools, universities, research centres and international networks. The Foundation works through various modalities such as multi-stakeholder projects, studies and research, collective actions, observatories, events, workshops, working groups and assessment tools.

To date, they have both online and face-to-face mentoring paths.

The **MIND.TS (Mentoring as Vocational Training Method for Third Sector Organisations)** project, initiated within the EU Leonardo da Vinci Lifelong Learning Programme, started in July 2009 and ended in 2011. The partnership consisted of nine members from seven EU countries: Poland, France, Italy, Lithuania, Malta, Slovenia and Spain. The project is coordinated by the Centrum Edukacji i Badań Społecznych in Wrocław, Poland.

MIND.TS addresses a crucial issue for organisations in the non-profit sector: the development of professional skills among leaders and workers in the sector through training and learning methods. Mentoring is seen as a powerful tool, especially when developed as an alternative training pathway, capable of combining formal, non-formal and informal learning methods to promote the creation of learning-friendly work environments.

The main objective of the project is to develop a common information and training course on the mentoring method by organisations working in the field of vocational training for the non-profit sector and to promote it among other organisations.



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The project consisted of two phases: the development of teaching materials for the training course and the implementation of the course among non-profit organisations. Eight international meetings were held at the premises of the different partners.

The project outputs include the project guidelines document, which is a set of training materials for the information training courses. The structure of the short guidelines includes training scenarios, descriptions of the exercises in each module with methodological suggestions, tools for implementing the mentoring programme, a compendium of good practices in mentoring, case studies and evaluation questionnaires.

The Italian partners of the MIND.TS project included Porta Nuova Europa and Think Thanks srl. Porta Nuova Europa, a non-profit association based in Pavia, works to promote European awareness, active citizenship and intercultural dialogue, with a focus on youth participation and equal opportunities. Think Thanks srl, a research and communication company based in Naples, focuses on the analysis and evaluation of public policies.

The volunteer nature of the mentors, who came from diverse professional backgrounds primarily in multinational companies, was a fundamental aspect of Sodalitas's approach, underscoring the spirit of service and community support inherent in the third sector.

The project included face-to-face activities.

***Portugal - Key actors/organizations/in the teaching, training, and practice of mentoring for non-profit organizations. (Specifically add for each organization whether they offer e-mentoring or just in person):***

The Peer Mentoring Programme at University of Porto is developed based on the institutional responsibility of the University of Porto and its Faculties for the processes of reception and social and academic integration of all new students (national and international). It brings together current and new national and international students at U.Porto, so that they feel better integrated on an academic, personal and social level,



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promoting academic success, dropout prevention and the development of transversal skills. The programme fosters and privileges peer collaboration dynamics in terms of study and learning, capable of deepening knowledge and reflective, creative and critical perspectives on the processes of academic integration, enhancing well-being at the University and an academic experience that is supportive, healthy and promotes individual dignity.

University of Minho - UMINHO Skill Up Mentoring\_ Support programme for the transition to the labour market aimed at final year undergraduates and master's and PhD students (mentees) with guidance from UMinho alumni professionals (mentors). Mentoring is presented as a professional development tool in which a more experienced professional (Mentor) helps someone less experienced (Mentee), based on the personal and professional experience acquired throughout their career.

In this programme, the mentor/mentee pairs are from different training areas, with the aim of developing the mentee's transversal skills and, consequently, making them better able to face various professional situations, boosting their personal and professional growth.

Alumni Mentoring Programme, from the University of the Algarve - This programme aims to give students access to new opportunities to find out about the labour market and start their professional network with the help of mentors. They accompany their mentees (a maximum of 3), advising them on academic and professional decisions based on their own experience. They help them become better acquainted with the reality of the labour market, particularly the various career options, leading them to reflect on their objectives and the career path they want to follow, so that they are better prepared for entering the labour market.

APMENTOR (Portuguese Mentoring Association) is a non-profit organization that aims to promote and develop the Mentoring activity at a national and international level, providing its members with a certification, information, tools and contacts with business and social entrepreneurs, facilitating cooperation.

Project Management Institute Portugal \_ The PMI Portugal Mentoring programme is an exclusive personal and professional development opportunity for Project Managers who are members of the PMI Portugal Chapter.



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This volunteer programme brings together experienced Mentors and enthusiastic Mentees who are eager to share, learn and grow as professionals.

Each edition welcomes a limited number of mentees. The Mentoring process typically takes place over 5 stages:

1. Application: The mentees submit an application to the PMI Portugal Mentoring Programme. Mentors join the programme by invitation from the management team.
2. Matching: The management team carefully assesses all the applications in order to propose Mentor - Mentee pairs, taking into account each person's profile, skills and objectives.
3. Mentoring in motion: This is a journey of sharing, learning and growth for both. This mentoring relationship lasts around 6 months.
4. Closing the Process: closing the mentoring process and culminating the mentor-mentee relationship.

The Portuguese Women in Tech (PWIT) Women's Mentorship Program focuses on the professional and personal development of female tech students and recent graduates. The goal is to connect mentees with inspiring tech professionals who can provide crucial career advice and networking, teach how to make the mentee's voice heard and introduce entrepreneurial skills that will benefit the mentee when entering the job market.

The Mentorship Program matches mentors and mentees based on their mutual interests, goals, expertise, and general background. Over the course of five months, mentor and mentee will build a close relationship through online communication, face-to-face meetings, webinars and two group events hosted by Portuguese Women in Tech.

***Spain - Key actors/organizations/in the teaching, training, and practice of mentoring for non-profit organizations. (Specifically add for each organization whether they offer e-mentoring or just in person):***

In Spain, several organizations and institutions are actively involved in the teaching, training, and practice of mentoring, particularly focusing on non-profit contexts.



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These organizations play a crucial role in promoting mentoring practices in Spain, particularly in non-profit contexts. They provide essential training, resources, and support to ensure effective mentoring relationships and positive outcomes for mentees. By engaging with these organizations, mentors can enhance their skills and contribute to the social and professional development of their mentees.

These organizations offer various programs, training sessions, resources, and support to facilitate effective mentoring practices. Here is a list of main organizations:

## 1. Fundación Bertelsmann

- **Website:** [Fundación Bertelsmann](#)
- **Focus:** Promotes mentoring programs to improve youth employment and vocational training.
- **Programs:** Offers mentoring initiatives as part of their efforts to support the dual vocational training system in Spain.
- **Training and Resources:** Provides training sessions, resources, and guidelines for mentors and mentees.

## 2. Fundación Exit

- **Website:** [Fundación Exit](#)
- **Focus:** Aims to improve the employability of at-risk youth through mentoring programs.
- **Programs:** Implements projects like “Coach Exit” where professionals mentor young people to enhance their skills and job prospects.
- **Training and Resources:** Offers training for mentors and structured mentoring programs.



### 3. Fundación Tomillo

- **Website:** [Fundación Tomillo](#)
- **Focus:** Works on social integration and employability of disadvantaged groups, including youth and immigrants.
- **Programs:** Conducts mentoring programs aimed at academic and professional development.
- **Training and Resources:** Provides training for mentors and practical mentoring frameworks.

### 4. Fundación Princesa de Girona (FPdGi)

- **Website:** [Fundación Princesa de Girona](#)
- **Focus:** Supports young people in their professional and personal development.
- **Programs:** Runs mentoring programs that connect young individuals with experienced professionals.
- **Training and Resources:** Offers mentor training and development resources.

### 5. Red Acoge

- **Website:** [Red Acoge](#)
- **Focus:** Focuses on the social integration of immigrants and refugees in Spain.
- **Programs:** Implements mentoring programs to support the integration and employability of immigrants.
- **Training and Resources:** Provides mentor training and resources to facilitate effective mentoring relationships.

### 6. Fundación Secretariado Gitano (FSG)

- **Website:** [Fundación Secretariado Gitano](#)
- **Focus:** Aims to improve the social inclusion of the Roma community in Spain.



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- **Programs:** Offers mentoring programs to support the education and employment of Roma youth.
- **Training and Resources:** Conducts training sessions for mentors and provides mentoring resources.

## 7. Fundación SERES

- **Website:** [Fundación SERES](#)
- **Focus:** Promotes corporate social responsibility and social impact initiatives, including mentoring.
- **Programs:** Collaborates with companies to implement mentoring programs for social inclusion.
- **Training and Resources:** Offers training and development programs for mentors within the corporate sector.

## 8. Fundación Hazloposible

- **Website:** [Fundación Hazloposible](#)
- **Focus:** Facilitates social participation and volunteering, including mentoring initiatives.
- **Programs:** Connects volunteers with mentoring opportunities in various social projects.
- **Training and Resources:** Provides resources and training for volunteers engaged in mentoring.

## 9. Youth Business Spain (YBS)

- **Website:** [Youth Business Spain](#)
- **Focus:** Supports young entrepreneurs through mentoring and business development programs.



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- **Programs:** Offers mentoring programs to help young entrepreneurs develop their businesses.
- **Training and Resources:** Provides mentor training and business development resources.

## 10. AEFOL

- **Website:** [AEFOL](#)
- **Focus:** Promotes e-learning and online education, including digital mentoring.
- **Programs:** Develops and supports digital mentoring programs to enhance learning and professional development.
- **Training and Resources:** Offers training programs and digital tools for effective online mentoring.



## Digital tools used for mentoring in the country:

### ***Digital tools used for mentoring in Bulgaria:***

In accordance with the general trend of digitalization, the aim of digital mentoring programs is to develop and implement a mentoring process based entirely on digital support, creating a smart and innovative career orientation environment. Digital mentoring programs offer a large range of services and functionalities of learning, coaching and networking, and assemble academics, students and professionals in a virtual reality. The use of a web-based platform and possibly a mobile application to support it determines the user-friendly aspects of the digital mentoring program, as well as its high level of accessibility.

The mentoring methodology used in digital mentoring (also known as e-mentoring) is based on standard mentoring and coaching approaches and techniques, but it has an innovative nature due to the new features and applications of the concept. The digital mentoring platform should be developed as a dynamic web application. Here are some popular models of e-mentoring:

- **Public web page for unregistered users** - the public page contains help information and general information about the mentoring process and career opportunities. It could also contain a registration form for mentees and an application form for mentors.
- **Private dashboard pages for mentors and mentees** - the private pages are different for mentors and mentees. The mentors' page allows the mentor to create and modify courses and mentor information, as well as to communicate with their mentees.
- **Mentoring sub-site** - The mentoring sub-site should be accessible by both mentors and mentees. It could be used in the mentoring process, providing information about mentoring courses, tests, video lectures, task management, access to library, etc.

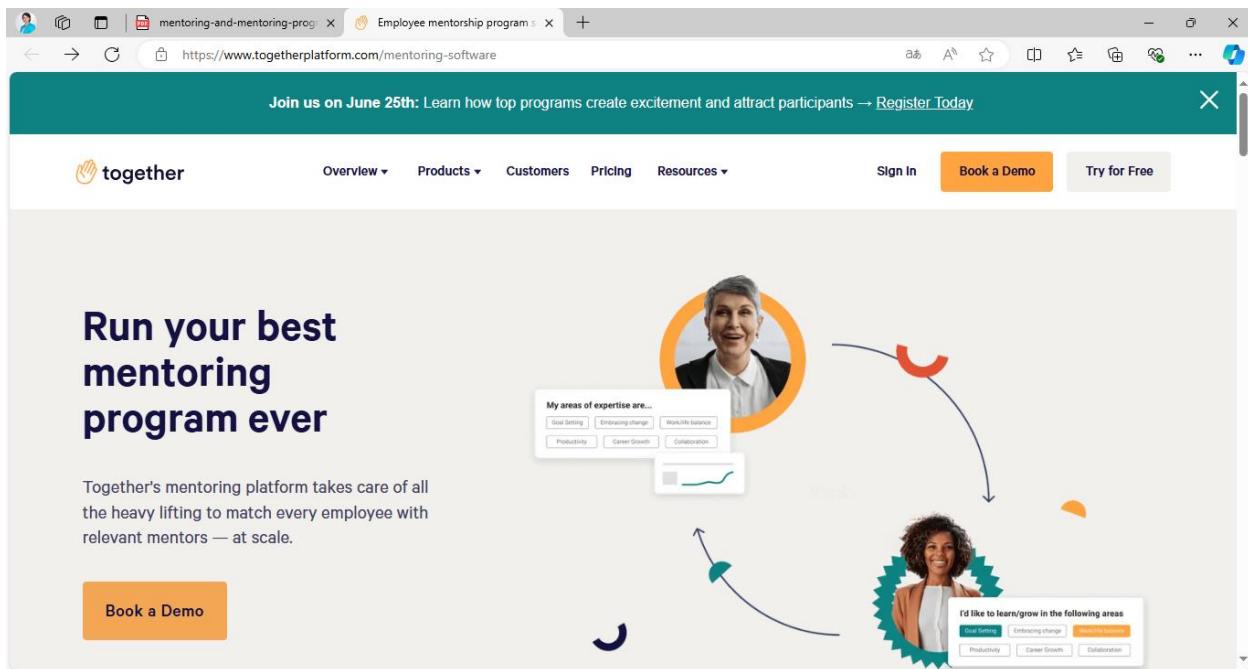


Digital mentoring programs eliminate boundaries in a prospective mentoring relationship and make the mentoring process more effective and the participants more active. As they can be applied in any environment, digital mentoring programs are certain to proliferate exponentially and transform many lives. Examples of already implemented and working digital mentoring programs are going to be presented below:

### 1. Web-based e-mentoring software

<https://www.togetherplatform.com/mentoring-software>

Together's mentoring platform takes care of all the heavy lifting to match every employee with relevant mentors — at scale. Together Platform is recognized as the #1 Enterprise Mentorship Software for Employees



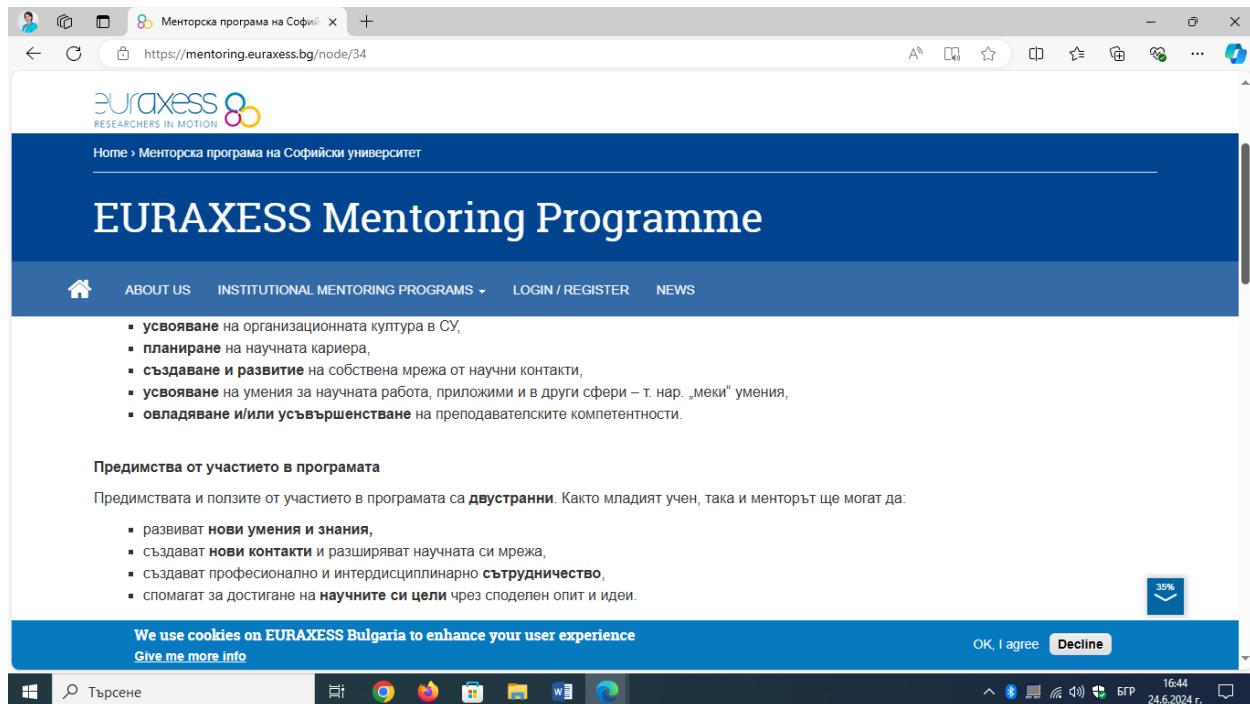
### 2. EURAXESS Mentoring Programme - Sofia University Mentoring Program for Final Year Students of Master's Program, PhD and Postdoctoral Students



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<https://mentoring.euraxess.bg/node/34>



The screenshot shows a web browser window displaying the EURAXESS Mentoring Programme. The page has a dark blue header with the EURAXESS logo and the text 'RESEARCHERS IN MOTION'. Below the header, a sub-header reads 'Менторска програма на Софийски университет'. The main title 'EURAXESS Mentoring Programme' is in large white text. A navigation bar below it includes links for 'ABOUT US', 'INSTITUTIONAL MENTORING PROGRAMS', 'LOGIN / REGISTER', and 'NEWS'. The main content area contains a bulleted list of benefits and a section about the advantages of participation. A cookie consent banner at the bottom states 'We use cookies on EURAXESS Bulgaria to enhance your user experience' with 'OK, I agree' and 'Decline' buttons. The taskbar at the bottom of the screen shows various open applications, including Microsoft Word and Excel, and the system tray indicates the date and time as 24.6.2024 r. 16:44.

The interaction is virtual or face-to-face – at the choice of the participants, and at least 1 of the meetings must be face-to-face. The schedule is negotiated between the mentor and the young scientist. Duration – the mentor and the young scientist should have at least 6 online/face-to-face (optional) sessions for a maximum period of 6 months.

3. **Mentor the Young** – A free three-month mentoring program with a focus on education, mentoring, and community. All young people between the ages of 18 and 25 can apply to the program, looking for awake and meaning-driven students or recent graduates, as well as students from 12th grade who want to get a boost in personal, career or entrepreneurial terms. All professionals and entrepreneurs with at least 5 years of experience, people willing to spend an average of 2 hours a week sharing their knowledge and experience, with the aim of supporting a young person at the beginning of their personal, career or entrepreneurial development, can join as mentors.



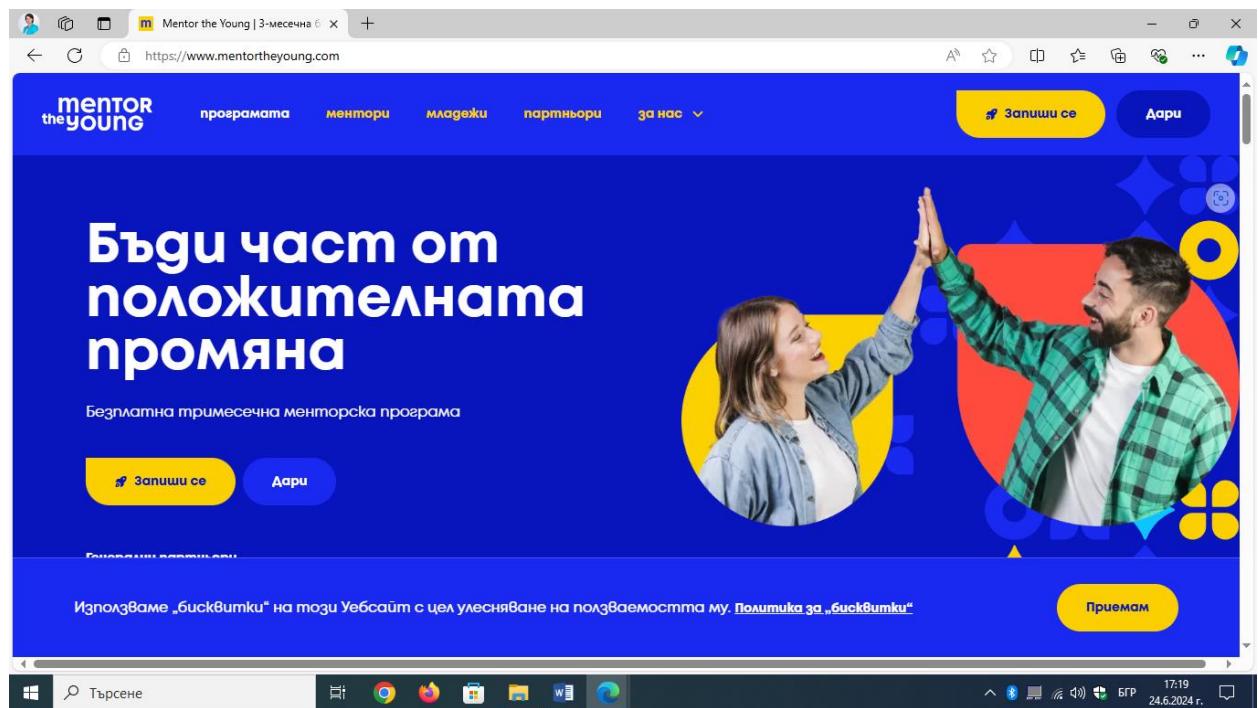
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The program is hybrid - it can be participated in both in person and online. Attendance at the opening event and the preliminary coordinator meeting is mandatory, and at the other events - closing, online trainings, business simulations and networking - is only recommended.

Mentor the Young is a public benefit foundation with the ideal goal of promoting, developing and making mentoring more accessible in Bulgaria and the region.

<https://www.mentortheyoung.com/>



#### 4. Mentoring Platform <https://mentorsko.com/about-us>

Mentoring is an online platform that connects people and organizations seeking mentorship in IT and business with experienced experts. The platform offers one-on-one sessions led by industry professionals, as well as corporate training options for organizations looking to upskill their employees and improve their business operations.

Whether you're looking to advance your career, improve your skills, or grow your business, Mentor is here to help you urgently connect people and organizations with experienced



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experts. The platform is convinced that with the right guidance and support, everyone can reach their full potential and achieve their goals.

### ***Digital tools used for mentoring in Cyprus:***

Digital tools such as Trello, Asana, and specialized mentoring software like Together Platform are used to facilitate mentoring relationships. These tools help in setting goals, tracking progress, and maintaining communication between mentors and mentees, enhancing the efficiency and effectiveness of mentoring programs (Parmaxi et al., 2017; Lasica et al., 2020).

### **Digital Tools Comparison**

The use of digital tools for mentoring in Cyprus reflects a broader EU trend where platforms like Trello, Asana, and specialized mentoring software are commonly utilized to enhance the efficiency of mentoring programs. This digital approach helps standardize the mentoring process across the EU, making it more accessible and measurable (Kafa & Eteokleous, 2022; Mackey & Springs, 2021).

**Definition.** Digital tools in mentoring refer to software and online platforms used to facilitate communication, track progress, and manage mentoring relationships.

**Comparison.** The adoption of digital tools like mentoring software is common in Cyprus, as in the EU, enabling more systematic and accessible mentoring.

**Good Practice.** Using secure, scalable, and user-friendly digital tools can greatly enhance the efficiency and effectiveness of mentoring programs (Tugberk, 2022).

### **Utilization of Digital Tools and Technologies**

**Action.** Promote the adoption of advanced digital platforms that facilitate mentoring. Provide training for mentors to effectively use these tools.

**Rationale.** Leveraging technology in mentoring can enhance interaction efficiency, provide measurable mentoring outcomes, and enable remote mentoring opportunities (Yiapanas et al., 2022).



## **Digital Tools Used for Mentoring in Cyprus**

Digital tools such as Trello, Asana, and specialized mentoring software enhance the efficiency and accessibility of mentoring programs. Promoting the use of these tools and training mentors in their effective use is recommended (Pissarides, 2020).

### ***Digital tools used for mentoring in Italy:***

In Italy, the digital tools used

for mentoring include platforms such as Zoom, Google Meet, and Microsoft Teams for conducting meetings between mentors and mentees. Google Forms or similar tools are utilized for handling matching requests and maintaining mentors' diaries. Additionally, the Ministry of Education uses the FUTURA platform to record mentoring hours, ensuring accurate and centralized tracking of mentoring activities.

### ***Digital tools used for mentoring in Portugal:***

In Portugal, mentoring counts on a variety of digital tools and platforms to facilitate communication, tracking, and resource sharing between mentors and mentees, enhancing the effectiveness and accessibility of mentoring programs across various sectors. There are some commonly used digital tools for mentoring depending on the context and preferences of organizations and individuals.

The use of the email continues to be one of the most basic and widely used communication tools for mentoring. Mentors and mentees can exchange messages, share resources, and schedule meetings using email platforms.

For digital communication, tools like WhatsApp, Zoom, Microsoft Teams, and Skype are often used for virtual meetings and mentoring sessions. These allow face-to-face interaction, screen sharing, and real-time communication, especially when in-person meetings are not possible.



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Social media platforms such as LinkedIn, Facebook, and Twitter are used to facilitate professional networking and mentoring connections.

For educational and learning purposes, platforms like Moodle, Blackboard, and Google Classroom are frequently used to facilitate the exchange of resources, assignments, and feedback between mentors and mentees in a structured online environment.

Teamwork tools as Google Drive, Microsoft OneDrive, and Dropbox allow mentors and mentees to share documents, presentations, and other files securely, enhancing the efficiency of e-mentoring interactions.

Mentoring software platforms, such as MentorAct, Mentoring.pt, Chronus or Coaching and Mentoring Platform (CMP) offer comprehensive features tailored specifically for connecting mentors and mentees, providing a structured framework for mentoring relationships.

These platforms support various mentoring programs across Portugal, catering to different sectors such as education, business, and social inclusion.

Educational Institutions, such as University of Porto and the University of Lisbon use platforms like Moodle and CMP to facilitate mentoring programs for students, providing academic and career guidance.

In corporate sector, large corporations in Portugal implement tools like Zoom, Slack, and MentorAct to run internal mentoring programs aimed at talent development and leadership training.

Non-Profit Organizations apply platforms like Mentoring.pt and WhatsApp to support social inclusion programs, connecting experienced mentors with individuals from marginalized communities.

Startups like Startup Portugal and other entrepreneurial networks use tools like LinkedIn, Trello, and Asana to provide mentoring for startups, helping entrepreneurs navigate the challenges of business development.

To sum up, digital tools used for mentoring in Portugal encompass a range of collaboration, and management platforms, reflecting the diverse needs and preferences of mentors and mentees in different contexts. The selection of specific tools often depends on factors such as organizational requirements, technological infrastructure, and individual preferences for communication and collaboration.

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## ***Digital tools used for mentoring in Spain:***

Digital tools have become increasingly important in mentoring programs in Spain, providing platforms for communication, collaboration, and resource sharing. Here are some notable digital tools used for mentoring in Spain:

### **1. Microsoft Teams**

- **Usage:** Widely used for virtual meetings, team collaboration, and document sharing.
- **Features:** Video conferencing, chat, file storage, and integration with other Microsoft Office tools.
- **Benefits:** Facilitates seamless communication and collaboration between mentors and mentees.

### **2. Google Classroom**

- **Usage:** Commonly used in educational settings for managing coursework and mentoring interactions.
- **Features:** Assignment management, real-time feedback, and collaboration tools.
- **Benefits:** Easy to use and integrates with other Google Workspace tools, enhancing the mentoring experience.

### **3. Moodle**

- **Usage:** Popular in academic institutions for creating online learning environments.
- **Features:** Course management, forums, quizzes, and resource sharing.
- **Benefits:** Flexible and customizable, allowing mentors to create tailored learning experiences.



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#### 4. Slack

- **Usage:** Utilized for communication and collaboration in both educational and corporate mentoring programs.
- **Features:** Channels for different topics, direct messaging, file sharing, and integrations with other tools.
- **Benefits:** Enhances real-time communication and project management.

#### 5. Zoom

- **Usage:** Frequently used for virtual mentoring sessions and group meetings.
- **Features:** Video conferencing, screen sharing, breakout rooms, and recording.
- **Benefits:** Provides a reliable platform for face-to-face interaction, regardless of location.

#### 6. Mentorcloud

- **Usage:** Designed specifically for mentoring programs, used by organizations and institutions in Spain.
- **Features:** Mentor-mentee matching, goal setting, progress tracking, and resource libraries.
- **Benefits:** Streamlines the mentoring process and enhances the effectiveness of mentoring relationships.

#### 7. Chronus

- **Usage:** Employed by organizations to manage structured mentoring programs.
- **Features:** Program management, mentor-mentee matching, tracking, and analytics.
- **Benefits:** Offers a comprehensive platform for managing and optimizing mentoring programs.



## 8. Aula Mentor

- **Usage:** An initiative by the Ministry of Education in Spain offering online courses and mentoring.
- **Features:** Online courses, forums, and mentorship support.
- **Benefits:** Provides a platform for continuous learning and mentorship in various fields.

## 9. LinkedIn Learning

- **Usage:** Used for professional development and mentoring through online courses.
- **Features:** Access to a vast library of courses, learning paths, and certificates.
- **Benefits:** Enhances skill development and provides resources for mentees and mentors.

## 10. WhatsApp

- **Usage:** Commonly used for informal communication between mentors and mentees.
- **Features:** Messaging, voice calls, video calls, and group chats.
- **Benefits:** Ubiquitous and easy to use, facilitating quick and convenient communication.

## 11. Trello

- **Usage:** Used for project management and organizing mentoring activities.
- **Features:** Boards, lists, cards, due dates, and collaboration features.
- **Benefits:** Helps mentors and mentees stay organized and track progress on goals and tasks.



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## 12. Basecamp

- **Usage:** Employed for project management and team collaboration in mentoring programs.
- **Features:** To-do lists, file sharing, messaging, and scheduling.
- **Benefits:** Simplifies project management and keeps all mentoring-related activities in one place.

## 13. Kahoot!

- **Usage:** Used in educational settings for interactive learning and engagement.
- **Features:** Quizzes, polls, and game-based learning activities.
- **Benefits:** Makes learning fun and interactive, encouraging participation from mentees.

## 14. Canva

- **Usage:** Used for creating visually appealing presentations and materials for mentoring sessions.
- **Features:** Templates, design tools, and collaboration features.
- **Benefits:** Helps mentors create engaging and professional-looking materials.



## **Limitations and challenges for the practice of mentoring in non-profit organizations in the country:**

### ***Limitations and challenges for the practice of mentoring in non-profit organizations in Bulgaria:***

The analysis of the key research and publications on mentoring in Bulgaria confirms the relevance of mentoring as an approach to reduce high levels of stress and insecurity among young people in the following conclusions:

1. The "new normal" in Bulgaria today includes telework, working from home, working in multicultural and multinational teams, flexible schedules, remote management, online training and development of people and teams.
2. The majority of organizations and individuals are practically unable to adapt to these rates of development.
3. Changes in the business environment are forcing the realization of the benefits of lifelong learning and introducing the perspective of mentoring as an opportunity for continuous learning and development.
4. In Bulgaria, many young people are professionally disengaged. There is a need for targeted work with them to develop their target-setting skills in the area of career choice and career development.
5. Non-profit organisations in Bulgaria should engage in developing digital mentoring programmes to reach young people from the NEET generation and support them in the beginning of their personal, career or entrepreneurial development.
6. The reasons for the insufficient dissemination of digital mentoring in our country are determined by a number of factors - lack of tradition, insufficient resources for funding initiatives, lack of sufficient motivation, socio-economic situation and insufficient information about the work of NGOs, lack of regulatory framework, etc.



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7. There is a need to work on capacity development of NGOs on digital mentoring programs, as well as to develop information campaigns and promote them among young people as a driving force for personal development, mobility, learning, competitiveness, social cohesion, intergenerational solidarity and formation of civic consciousness.

### ***Limitations and challenges for the practice of mentoring in non-profit organizations in Cyprus:***

Non-profit organizations in Cyprus might face challenges such as limited funding, resource constraints, and a lack of formal training programs for mentors. These limitations can hinder the implementation of comprehensive mentoring programs, affecting the quality and scope of mentoring services offered to the community (Hadjimichael & Tsivitanidou, 2013; Georgiadou, 2014).

**Challenges in Non-Profit Organizations Comparison.** Challenges such as funding, resource limitations, and training adequacy are common in non-profit organizations across the EU. Cyprus faces similar challenges, which are being addressed through EU funding opportunities, policy support, and international collaboration to enhance the capacity of non-profit mentoring organizations (Socratous, 2016; Kazi et al., 2023).

**Definition.** Challenges in this context refer to the specific difficulties non-profit organizations face in implementing and sustaining mentoring programs, often related to resources, funding, and infrastructure.

**Comparison.** Like other EU nations, Cyprus faces similar challenges in its non-profit sector, often mitigated by EU support and funding.

**Good Practice.** Developing partnerships with private and governmental bodies can provide non-profit organizations with the necessary support to overcome these challenges (Kowalska & Knais, 2021).

### **Addressing Non-Profit Sector Challenges**

**Action.** Develop specific support programs for non-profit organizations, including funding, training, and resources to implement effective mentoring practices.



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**Rationale.** Non-profit organizations often face resource constraints that can limit their mentoring capabilities; targeted support can empower these organizations to deliver impactful mentoring programs (Constantinou, 2023).

**Limitations and Challenges for the Practice of Mentoring in Non-Profit Organizations in Cyprus.**

Non-profit organizations face challenges like limited funding and resources. Developing targeted support programs that provide funding, training, and resources can empower these organizations to deliver effective mentoring (Antonaras & Dekoulou, 2019).

***Limitations and challenges for the practice of mentoring in non-profit organizations in France:***

**Funding and Sustainability:** Non-profit organisations in France heavily depend on government funding and support from civil society for their mentoring programs. This funding is often subject to political priorities and can be cyclical, making long-term sustainability a significant challenge. For instance, projects like the local missions and the Parrainage program are entirely government-funded, which means they are vulnerable to shifts in funding priorities and availability .

**Targeting and Inclusivity:** Many mentoring programs in France do not specifically target individuals with immigrant backgrounds but rather focus on broader disadvantaged groups. This broad focus can sometimes dilute the effectiveness of addressing the unique challenges faced by immigrants. The French approach tends to prioritise specific needs and barriers rather than immigrant status per se, which can lead to gaps in addressing particular vulnerabilities of immigrant populations .



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***Limitations and challenges for the practice of mentoring in non-profit organizations in Italy:***

Some possible challenges are defined by the MIND.TS project guidelines:

- Variety of Cultural and Social Backgrounds: non-profit organisations are often composed of individuals with very different cultural and social backgrounds. This can create difficulties in creating a common understanding and building effective mentoring relationships.
- Limited resources: non-profit organisations often work with limited resources. This includes not only financial resources, but also time and qualified staff to take on mentoring roles. This can hinder the ability to implement sustainable and high quality mentoring programmes.
- Differences in Professional Competences: there is a wide variety of professional skills among members of non-profit organisations. This can make it difficult to create standardised mentoring programmes that are relevant for all participants.

***Limitations and challenges for the practice of mentoring in non-profit organizations in Portugal:***

Mentoring is a powerful tool for personal and professional development, particularly within non-profit organizations. Though, in Portugal the practice of mentoring in non-profit organizations faces some limitations and challenges that can impact its effectiveness.

Non-profit organizations in Portugal often operate on tight budgets and may not have the financial capacity to invest in formal mentoring programs. Without adequate funding, it is challenging to provide necessary training for mentors, develop supportive materials for mentees.



Organizations may lack the formal structures needed to support effective mentoring programs. Without clear guidelines, goals, and evaluation methods, mentoring relationships can become unstructured and less productive. Mentoring programs need time and effort which normally may be in short supply in resource-constrained settings. Introducing new concepts such as mentoring can be met with skepticism or reluctance. Mentors often have other significant responsibilities, whether in their professional lives or within the organization itself. Balancing these workloads with mentoring duties can be challenging. Many non-profit organisations rely on volunteers, including mentors, often with a high turnover rate. These volunteers may have varying levels of commitment, and it can be challenging to find individuals with the necessary skills and experience to serve as effective mentors.

Some non-profit organizations may struggle to provide sufficient training to ensure that mentors are prepared for their roles. Mentoring requires specific skills that not all potential mentors have, and the lack of training can lead to incompatible expectations between mentors and mentees.

Portuguese society is characterised by more hierarchical social structures, which can influence the way in which mentoring relationships are identified and managed. In a hierarchical culture, there is often greater respect for authority and seniority. This can sometimes make mentees hesitant to approach mentors, ask questions or challenge ideas, which is important in a dynamic mentoring relationship. On the other hand, mentors may also feel uncomfortable leaving traditional roles of authority to engage in a more collaborative and supportive way.

### ***Limitations and challenges for the practice of mentoring in non-profit organizations in Spain:***

The practice of mentoring in non-profit organizations in Spain, while beneficial, faces several limitations and challenges. These challenges can affect the effectiveness and sustainability of mentoring programs. Here are some key limitations and challenges:



## 1. Resource Constraints

- **Limited Funding:** Non-profit organizations often operate with tight budgets, which can restrict the resources available for mentoring programs.
- **Staffing Issues:** Lack of sufficient staff to manage and support mentoring programs can lead to overburdened mentors and coordinators.
- **Infrastructure:** Limited access to technological tools and infrastructure can hinder the implementation of effective digital mentoring solutions.

## 2. Training and Development

- **Inadequate Training:** Non-profits may not have the resources to provide comprehensive training for mentors, leading to inconsistent mentoring quality.
- **Professional Development:** Ongoing professional development opportunities for mentors may be lacking, affecting their ability to stay updated with best practices.

## 3. Recruitment and Retention

- **Finding Mentors:** Recruiting qualified and committed mentors can be challenging, especially for programs requiring specific skills or expertise.
- **Retention:** Keeping mentors engaged and motivated over the long term can be difficult, particularly if they are volunteers.

## 4. Program Design and Evaluation

- **Program Design:** Designing effective mentoring programs that meet the diverse needs of mentees can be complex and time-consuming.
- **Evaluation:** Measuring the impact and success of mentoring programs is challenging due to the lack of standardized evaluation tools and metrics.



## 5. Mentee Engagement

- **Commitment:** Ensuring consistent engagement and commitment from mentees can be difficult, especially if they face personal or socio-economic challenges.
- **Matching:** Finding the right mentor-mentee matches to foster productive relationships can be challenging and time-consuming.

## 6. Cultural and Social Barriers

- **Diversity and Inclusion:** Addressing the diverse cultural, linguistic, and socio-economic backgrounds of mentees can be challenging.
- **Stigma and Trust:** Overcoming stigma associated with seeking help and building trust between mentors and mentees can take time and effort.

## 7. Technological Challenges

- **Digital Divide:** Access to digital tools and the internet can be uneven, particularly among marginalized communities.
- **Technology Adoption:** Mentors and mentees may have varying levels of comfort and proficiency with digital tools, affecting the implementation of online mentoring.

## 8. Sustainability

- **Funding Stability:** Securing long-term funding to sustain mentoring programs is a common challenge.
- **Program Continuity:** Ensuring the continuity of programs amidst changing organizational priorities or external funding environments can be difficult.

## 9. Legal and Ethical Issues

- **Privacy and Confidentiality:** Managing the privacy and confidentiality of mentor-mentee interactions, especially in digital settings, requires careful attention.



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- **Boundaries:** Maintaining appropriate boundaries in mentor-mentee relationships is essential but can be challenging, particularly in informal or volunteer-based programs.

## 10. Impact of External Factors

- **Economic Conditions:** Economic downturns can affect funding availability and increase the demand for mentoring services, straining resources.
- **Policy Changes:** Changes in government policies and funding priorities can impact the availability and focus of mentoring programs.

In conclusion, despite these challenges, non-profit organizations in Spain continue to develop and implement mentoring programs to support various target groups, including at-risk youth, immigrants, and other marginalized communities. Addressing these limitations requires a multifaceted approach, including securing sustainable funding, providing robust training and support for mentors, leveraging technology effectively, and continuously evaluating and refining mentoring programs to meet the evolving needs of mentees.

**Main mentoring projects/initiatives in the country and implementation results (i.e. number of mentees supported, number of meeting hours, impact of the initiative vs initial objective):**



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***Main mentoring projects/initiatives in Bulgaria and implementation results (i.e. number of mentees supported, number of meeting hours, impact of the initiative vs initial objective):***

Project BG05M90P001-1.051-0006-C01 "Joint actions of the social partners for adapting the working environment to the specific ageing needs of different generations with the aim to promote a longer working life and workability" implemented by Bulgarian Industrial Association - Union of the Bulgarian business and a partner: The Confederation of Independent Trade Unions of Bulgaria.

The project aims to adapt human resources management policies and industrial relations to changing demographic trends and ageing workforce and creating prerequisites for the development of the so-called "silver economy" through active social partnership.

Some of the main activities related with mentoring include:

- Development of methodological guidelines and sectoral strategic documents for social partnership and introduction of policies and practices related to identified problems in the field of human resources management
- Development, pilot testing and testing of innovative tools and models for analysis and adaptation of the work environment to the specific age needs of different generations of the workforce and the need for transfer of knowledge and experience between generations at work
- Activities to introduce and implement approved instruments and strategic documents on active aging and the intergenerational approach in enterprise practice

Developed and tested is a guide for mentors on techniques in the transfer of knowledge and experience between generations. The aim of the Mentor Handbook is to support the activities of mentors, team leaders and trade unionists in the transfer of knowledge and skills between generations through the application of the intergenerational approach.

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**Summary table**



Name of the project	Funding Program	Mentees supported, number of meeting hours	Other information
<b>Novice Educator Support and Training - NEST</b>	Key Action 3: Support for Policy Reform of the Erasmus+ Programme and funded by the Education, Audiovisual and Culture Executive Agency of the European Commission	60 experts from regional departments of education	Partner countries: Bulgaria, Austria, Belgium, Romania and Spain Face-to-face mentoring and mentor training
<b>Mentor the Young</b>	Corporate donors	About 2000 young people 18-25	Both face-to-face and online mentoring and mentor training
<b>Ready for Tomorrow - a programme for youth volunteers as mentors for children from vulnerable groups</b>	National Programme for Youth (2016-2020), Ministry of Youth and Sport	Not available	
<b>Teennovator</b>	Private and corporate donors	About 600 students (9 <sup>th</sup> – 10 <sup>th</sup> grade) per year	Both face-to-face and online mentoring and mentor training



<b>ABLE Mentor</b>	Private and corporate donors	More than 2000 students	Both face-to-face and online mentoring and mentor training
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***Main mentoring projects/initiatives in Cyprus and implementation results (i.e. number of mentees supported, number of meeting hours, impact of the initiative vs initial objective):***

Major mentoring initiatives in Cyprus may include programs focused on youth mentoring, professional development in sectors like technology and education, and specialized programs for women and minorities. The impact of these initiatives can be measured in terms of participant satisfaction, skill development, and career progression, contributing to a broader understanding of mentoring's effectiveness (Parmaxi et al., 2017; Kafa & Eteokleous, 2022).

**Main Projects and Initiatives Comparison.** Cyprus, like other EU member states, implements various national and EU-funded mentoring initiatives aimed at improving educational outcomes, professional development, and social inclusion. The success of these programs is measured by similar standards across the EU, focusing on engagement levels, skill improvements, and overall impact (Kadji-Beltran et al., 2014; Nicolaïdou & Petridou, 2011).

**Definition.** This includes major mentoring projects and initiatives aimed at specific goals like improving education, supporting career development, or enhancing social inclusion.

**Comparison.** Cyprus participates in EU-funded and local mentoring initiatives with objectives aligned to broader European goals.

**Good Practice.** Regular evaluation and public reporting on the outcomes of these projects can help in fine-tuning approaches and demonstrating impact.

## **Evaluation and Impact Assessment of Projects**



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**Action.** Implement robust evaluation frameworks for assessing the impact of mentoring initiatives. Publicize success stories and lessons learned to build support and recognition for mentoring programs.

**Rationale.** Regular assessment and transparent reporting of outcomes can attract more funding, enhance program design, and increase stakeholder engagement (Hadjimichael & Tsivitanidou, 2013).

### **Main Mentoring Projects/Initiatives in Cyprus and Implementation Results**

While specific details on the outcomes of mentoring projects in Cyprus are limited, regular evaluation and public reporting can help fine-tune approaches and demonstrate impact, attracting further support and funding (Pissarides, 2020).

### ***Main mentoring projects/initiatives in France and implementation results (i.e. number of mentees supported, number of meeting hours, impact of the initiative vs initial objective):***

Government-run local offices that support youth aged 16-25 in accessing the labour market. They offer mentoring programs funded by central and regional governments. Some implementation results are that in 2012, almost 1.4 million youngsters received general counselling across 451 local missions, with the majority being low-skilled individuals between ages 18 and 21. Additionally, 170,000 youngsters signed a CIVIS contract, with 49% finding employment or enrolling in further training. The Format happens In-person mentoring. (Ministère du travail, de l'emploi, de la formation professionnelle et du dialogue social.2012).

Parrain Emploi is a platform designed to facilitate employment connections and mentorship. It aims to link job seekers with professional mentors who can provide guidance, support, and valuable insights into the job market. By fostering these relationships, Parrain Emploi helps individuals improve their employability, enhance their skills, and better navigate their career paths. The platform focuses on creating a supportive network to assist people in



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achieving their employment goals and overcoming challenges in their job search. (Parrain Emploi, 2024). The implementation of the Parrain Emploi project has shown significant positive results in supporting job seekers. The program offers individualised and free mentorship lasting up to six months, where volunteer mentors with expertise in relevant sectors help job seekers with job search techniques, stress management, and skills enhancement. This supportive mentorship is designed to boost the job seekers' confidence and competence.

One of the key successes of Parrain Emploi is that 79.2% of participants have achieved positive outcomes, such as securing employment, enrolling in training programs, or obtaining internships and apprenticeships, after the six-month mentorship period ([France Bénévolat, du cœur à l'action](#)) ([Tous Bénévoles](#)) ([Cap emploi 82-31 Nord : Accueil](#)). This high success rate underscores the effectiveness of the program in facilitating job seekers' integration into the workforce and enhancing their employability.

### ***Main mentoring projects/initiatives in Italy and implementation results (i.e. number of mentees supported, number of meeting hours, impact of the initiative vs initial objective):***

Within the **Piano Nazionale di Ripresa e Resilienza** (National Recovery and Resilience Plan - PNRR), financed by the European Union, initiatives to reduce territorial disparities and combat early school leaving are planned and already underway. This intervention is implemented by the Ministero dell'Istruzione e del Merito (Ministry of Education and Merit) and aims to improve the educational offer in secondary schools and Provincial Centres for Adult Education (CPIA). The ministerial decree of 2 February 2024 allocates EUR 790 million to implement tutoring interventions and targeted training courses, with particular attention to students at risk of dropping out of school.

The main objective of the **Scuola Italiana di Mentoring**, established in 2010, is to be a vehicle for cultural change and individual and professional growth through the valorisation,

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application and study of mentoring in various fields. Mentoring is understood as an ancient, holistic, ecological and natural anthropological process. SIM offers a wide range of services through its Academy, which includes specific, in-depth and refresher courses for Mentors and Mentoring Experts.

The consultancy provided by SIM is aimed at different types of organisations, including companies, non-profit organisations and multinationals, for the design, implementation, monitoring and evaluation of mentoring projects. In addition, individual consultancy is available for all professionals who wish to use Mentoring services, with a special focus on the supervision of qualified Mentors in various fields. SIM also organises events for sports professionals and amateurs, offering specific internships and Mentoring holidays for behaviour and character development through sport.

The Manifesto of the Italian School of Mentoring promotes a psycho-pedagogical approach to mentoring, rooted in humanist psychology and the new humanism, adapting it to the Italian reality in continuous comparison with the European and international ones. Modern mentoring can exist in organised contexts with educational and training functions, and its application can be exported to all contexts where it is possible to foster processes of imitation of positive models.

The core business of the SIM includes continuous research to foster the elaboration and standardisation of Italian and European cultural and psycho-pedagogical models of Mentoring, standardised training of professionals related to formal mentoring, and consultancy and supervision in all areas where mentoring is applicable. It also publishes specific materials and monthly newsletters via its eLearning platform, Agora.

Its projects also include the Sports Academy, whose Vision is to create a world in which the experiences and skills acquired are passed on to the next generation by role models, creating a win-win situation. The mission of the SIM Sports Academy is to provide the necessary resources and structure to promote and spread the culture of mentoring in sport at all levels, from youth to adults, up to professional athletes and the disadvantaged.



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SIM has collaborated and collaborates with various public bodies, NGOs and associations, including Save the Children Italia, Nosostras, Rotary International and many others, on mentoring projects in different fields. It also collaborates with schools and universities, such as the University of Trento, the University of Padua and the University of Florence, for mentoring projects against school drop-out and for career guidance. Collaborations with companies such as Banca d'Italia, Fastweb, Leonardo Group and Ferrovie dello Stato demonstrate the wide applicability of mentoring in improving skills and managing talent.

The Scuola Italiana di Mentoring offers a comprehensive range of training and qualification courses for professionals interested in mentoring. Among them, the Foundation Course provides an overview of the basic elements of mentoring and the skills of the mentor. The "Pro certified" Mentor Course and the "Pro certified" Mentoring Project Tutor - Supervision Course offer advanced training, validated for international qualification and SIM practitioner database entries. Furthermore, in the context of PNRR - Mission 4 "Education and Research", SIM has developed specific courses to train experienced Project Managers, Tutors and Mentors for the Future School, contributing to enhancing the training offer and developing professional skills in the educational sector.

The **Mentor-UP** project, developed by the Università di Padova, is an innovative mentoring programme that aims to support university students in their academic and professional development. Coordinated by the Department of Developmental and Social Psychology, the programme offers students the opportunity to be supported by experienced mentors, who provide counselling and guidance to face the challenges of university and the labour market. Mentor-UP is characterised by a structured approach, including regular meetings between mentor and mentee, training sessions on leadership and soft skills, and a continuous monitoring system to assess participants' progress. The Mentor-UP project involves weekly meetings between mentor and mentee lasting at least two hours each. During these meetings, both school and community activities take place, with a balance of approximately 40 hours devoted to extracurricular activities in the community and 10 hours to school activities. Mentors are selected and matched with mentees based on their interests, gender, age and other personal characteristics.



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Before starting their activity, mentors participate in a 12-hour training programme, divided between theoretical and practical training, which includes simulations and role playing on topics such as assertiveness, communication and managing mentoring relationships. Participation in this training is mandatory for all mentors.

The initiative, launched in 2019, has involved a growing number of students and mentors each year, proving effective in improving academic performance, increasing motivation and reducing dropout rates. The project is part of the long tradition of the Department of Developmental and Social Psychology, which has an established track record in researching and providing psychological and educational support to students.

Mentor-UP not only helps students improve their academic and professional skills, but also promotes the building of a network of contacts that can be crucial for their future. In addition, it helps to create a sense of community within the university by strengthening ties between students and lecturers. The programme also provides training credits for Psychology students and offers volunteers an educational and guidance experience.

During the programme, the relationship between mentor and mentee is monitored through online diaries that mentors fill in weekly, describing the activities carried out and any episodes relevant to the development of the relationship and the well-being of the mentee. Every three weeks, mentors participate in group supervisory sessions conducted by qualified staff, during which they discuss positive and negative aspects of their experiences and jointly seek the best strategies to solve any problems. In addition, teachers and mentors meet twice during the implementation of the programme to update each other on the progress of the project.

The project has been recognised nationally as a best practice in the field of university mentoring, receiving numerous awards and accolades. Its effectiveness has been proven through studies and research showing that mentoring can improve academic performance, increase motivation and reduce university drop-out rates.

An analysis of the effectiveness of the Mentor-UP project (Marino et al., 2020) showed a significant increase in self-esteem among mentees compared to the control group, whereas



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no significant differences were found in school connectedness. Participants reported higher levels of self-esteem at the end of the programme, indicating that the project is effective in promoting this aspect of psychological well-being. The activities carried out by the mentors and the structure of the programme, which includes a strong local community exploration component and the involvement of families and teachers, were identified as key factors in the success of the programme.

The **Focal Point on Mentoring in Sport** is an innovative project coordinated by Matteo Perchiazzi in collaboration with EMCC Italy. The project focuses on the application of mentoring in the context of sport, with the aim of exploring, validating and specialising competence models for the figure of the mentor in sport. The Focal Point used a psycho-social survey method to collect data, conduct literature searches and formulate research hypotheses.

The project is based on the importance of role modelling in sport, emphasising how coaches and mentors can positively influence young athletes through the adoption of healthy behaviours and values.

The project activities included an analysis of the existing literature in Italy, the identification of research hypotheses and the collection of case studies of mentoring projects in sport. The projects and associations analysed included the Replay 2.0 project and various mentoring initiatives implemented by Margherita Sport e Vita, Gea and the Scuola Italiana di Mentoring. The study sample included 20 interviews with project managers and mentors active in different sports disciplines such as tennis, padel and those related to the Special Olympics.

One of the key aspects of the project was the analysis of existing professions in sport, distinguishing between individual and group sports and considering the specific skills required for each sector. The Focal Point also explored areas of application of mentoring in sport, such as socialisation in sport, social recovery and competitive and professional practice.

The project defined the 5Cs of positive youth development as the basis for mentoring: Competence (having a positive view of one's own abilities), Confidence (being aware of one's



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own worth), Connection (building positive relationships), Character (respecting social and cultural norms) and Caring (feeling empathy). To these is added a sixth component: Contribution (the ability to make one's own contribution to the community). These concepts guide the work of mentors, who focus on mentees' strengths through targeted activities and reflection.

The Focal Point validated and specialised the definitions and competency models for sport mentors, adopting the EMCC Global Framework and the Scuola Italiana di Mentoring 31 Competency Model. The research included the evaluation of mentoring definitions and the analysis of required competencies such as self-awareness, contract management skills, relationship building and the use of specific models and techniques.

Finally, the project identified future developments for the Focal Point on Mentoring in Sport, such as implementing and updating the glossary of sport professions, broadening the sample base of mentors and mentees, and standardising a research model for sport mentoring. The aim is to create guidelines for the mentoring profession in sport and to promote the practice of mentoring through publications and cooperation with sports organisations such as CONI.

The **WIIS Italy mentoring programme** was launched to foster the professional development of women working in international affairs and security. Created by the Women In International Security (WIIS) Italy Foundation, this programme focuses on strengthening participants' professional and soft skills. It offers opportunities to share challenges and successes, boost self-confidence and advance their careers with the support of experienced mentors.

The WIIS Italy Foundation is part of a global network dedicated to promoting the participation and leadership of women in the international security sector. WIIS Italy organises training, networking and research activities to support professional women and raise awareness of gender issues in security. The foundation is committed to creating an inclusive community and providing development opportunities for women of different ages and backgrounds



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The programme includes one-to-one meetings between mentors and mentees as well as collective training sessions focusing on women's leadership. These meetings are an opportunity for mentees to receive advice, support and guidance to achieve their professional goals. Mentors, for their part, have the opportunity to actively contribute to the growth of young female professionals, gain new perspectives and consolidate a network of contacts.

The initiative has been a success since its launch. During the first edition in 2020, 22 mentees were matched with mentors working in the fields of security, diplomacy, cooperation and defence. The programme included 6 training sessions on topics such as Personal Branding, Women's Leadership, Leadership and Gender, and Public Speaking, as well as in-depth sessions on mediation and diplomacy.

The **Mentors4u** project, supported by the NOVA Foundation, is a free non-profit initiative aimed at supporting young talent in their professional development. This mentoring programme matches university students and recent graduates with experienced professionals who offer guidance and advice, helping them navigate the job market and make informed career decisions. Through Mentors4u, mentees receive access to educational resources such as webinars and workshops, as well as networking opportunities with companies. This customised support aims to improve participants' technical and soft skills, making them more competitive in the world of work.

Founded with the aim of promoting the education and integration of young people into the labour market, the NOVA Foundation has among its goals to create a positive and lasting impact on society. The Foundation works with a wide network of mentors that includes executives, entrepreneurs and established professionals, all of whom volunteer their time and knowledge to help young people reach their full potential.

The project has already been a success, with a network of over 1,000 mentors and numerous networking events allowing mentees to make direct contact with potential employers and industry peers.



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**Talenti in Corso** is an initiative founded by Ennio Ranaboldo, now in cooperation with Università La Sapienza of Rome, CIRPAS and the Università degli Studi di Scienze Gastronomiche (University of Gastronomic Sciences) to support talented young Italians in their career path. The association consists of volunteer professionals who offer mentoring by dedicating eight hours a month for three months to each selected young person. In addition to personalised support, the programme includes a fund to cover initial career expenses, such as writing CVs and LinkedIn profiles.

The mentoring includes weekly two-hour sessions in various fields, including the food industry, innovation, design, communication, marketing, business consulting, start-ups, international law and diplomacy. The aim of mentoring is to ignite passion, curiosity and courage in young people, helping them to develop technical and interpersonal skills that are essential for their careers.

The Talents in Progress mentoring programme is entirely free of charge and is based on a reciprocal relationship, where the mentor shares knowledge and stimuli relevant to the young talent. The initiative's main target audience is young people aged between 20 and 40, with the aim of combating youth unemployment and providing them with opportunities for professional growth, preventing the flight of talent abroad and enhancing the value of human resources in Italy.

***Main mentoring projects/initiatives in Portugal and implementation results (i.e. number of mentees supported, number of meeting hours, impact of the initiative vs initial objective):***

#### **PMI Portugal Mentoring Programme**

The PMI Portugal Mentoring programme is an exclusive personal and professional development opportunity for Project Managers who are members of the PMI Portugal Chapter.



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This volunteer programme brings together experienced Mentors and enthusiastic Mentees who are eager to share, learn and grow as professionals.

Each edition welcomes a limited number of mentees. The Mentoring process typically takes place over 5 stages:

**STAGE 1: Application** The mentees submit an application to the PMI Portugal Mentoring Programme. Mentors join the programme by invitation from the management team.

**STAGE 2: Matching** The management team carefully assesses all the applications in order to propose Mentor - Mentee pairs, taking into account each person's profile, skills and objectives.

**STAGE 3: Mentoring in motion:** This is a journey of sharing, learning and growth for both. This mentoring relationship lasts around 6 months.

**STAGE 4: Closing the Process:** closing the mentoring process and culminating the mentor-mentee relationship

### **National Mentoring Network**

The National Mentoring Network (RNM), managed by IAPMEI, aims to support entrepreneurs in developing their ideas and business projects through mentoring, and is available to the entire entrepreneurship and innovation ecosystem.

RNM depends on the involvement of professionals (mentors) willing to share their experience and entrepreneurs determined to achieve success.

NMR proposes the establishment of connections between people but does not define a specific mentoring programme. The mentor and the entrepreneur adjust the way they work within the framework of the NMR's Guiding Principles.

### **EMCC – European Mentoring & Coaching Council**

EMCC PORTUGAL is an integral part of the European Mentoring & Coaching Council (EMCC), as its sole and legitimate representative in Portugal.

Its mission is to develop, promote and define the best practices in mentoring, coaching and supervision for the benefit of society.

It is inclusive and is governed by the principles of diversity and social responsibility.



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As an integral part of EMCC Global, it supports the professional development of its Portuguese members through the exchange of experiences and best practices at international level.

People and companies with an interest in Mentoring, Coaching and Supervision, who recognise and agree to comply with the Global Code of Ethics, can join EMCC PORTUGAL.

### **ACM – Alto Comissariado para as Migrações**

ACM promotes the international image of Portugal as a destination of migration; Encourages and streamlines the hosting, integration, participation and professional and civic education of immigrants and their descendants, including through the development of transversal policies, centres and offices to support immigrants that provide an integrated response of public services, and partnerships with civil society, local authorities and immigrant associations, in order to promote cohesion and social solidarity, access to citizenship and strengthening social integration networks and public participation.

The **Mentors Program for Migrants** is an initiative that, through volunteering, promotes exchange experiences, assistance and support between Portuguese citizens and immigrants. Allows mutual knowledge, in which the differences fade in the resolution of the same struggles, daily worries and challenges.

For the mentored migrants, this measure may mean the resolution of a more important necessity of the daily life or, even though, the opportunity to receive the main support to the accomplishment of a dream (Make the curriculum vitae appealing; Prepare a job interview; Be an entrepreneur/businessman, the mentor can give support to make a business plan, a communication plan; Buy / rent a house: guidance / support; Better understanding of Public Administration (the services)

The mentors, volunteers, through this experience, can develop their personal skills, discovering daily one major opening to the diversity, and pursue its participatory citizenship.

**Mentoring 4 All** is a programme of Aproximar Cooperativa de Solidariedade Social, CRL, which has been developing mentoring initiatives and programmes since 2009, the result of a process of transferring and adapting knowledge from foreign mentoring models. The mentoring initiatives implemented have focused on various audiences, allowing for the



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creation of general tools for applying mentoring processes, but also of specific resources for more specific objectives and results, such as budget management, access to the labour market or the transition of functions in phases of horizontal mobility.

#### **Mentoring 4 All \_ Economy, Entrepreneurship and Employability**

- Professional support for entering the labour market
- Professional support for job retention
- Support for digital transformation
- Entrepreneurship support for women (women mentors)
- Support for the transition to circularity for social enterprises

#### **Mentoring 4 All \_ Criminal Justice System**

- Support for the social integration of prisoners and ex-prisoners

#### **Mentoring 4 All \_ Education, Training and Social Capital**

- Support for the social integration of migrants
- Support for teachers (teacher mentors)

***Main mentoring projects/initiatives in Spain and implementation results (i.e. number of mentees supported, number of meeting hours, impact of the initiative vs initial objective):***

#### **Aula Mentor Program**

Aula Mentor is a program initiated by the Ministry of Education and Vocational Training for open, flexible and distance learning through the internet. It is targeted at adults and offers a



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range of courses organized into training areas, designed to enhance the personal and professional skills of potential recipients of this educational modality.

This is a non-formal educational initiative, as characterized by Organic Law 3/2020, dated December 29. It also offers a partial and cumulative approach that can lead to obtaining partial competence accreditation, according to Law 3/2022, dated March 31, which governs and integrates the Vocational Training System.

#### Key features:

- Non-Formal Education: The program is categorized as non-formal education, providing valuable training and learning opportunities outside the formal education system.
- Practical Accreditation: Courses offered can contribute to partial competence accreditation allowing learners to build their qualifications over time.
- Broad Course offering: Aula Mentor currently offers more than 240 short-duration courses, organized into 14 training areas.

#### Unique aspects

Physical reference spaces: unlike other distance learning offers, Aula Mentor has physical spaces to facilitate access, provide information, guidance and manage enrollment in the program. These spaces are particularly beneficial for residents in remote areas or those who face difficulties in accessing the internet at home.

Accessibility. These physical reference spaces ensure closer interaction with citizens and pay special attention to populations living in areas far from urban centers or those with difficulties in having an internet connection at home.

#### Objectives:

- Enhance Competencies: improve the personal and professional competencies of adults.
- Accessible Education: provide accessible education, especially to populations in remote areas or those with limited internet access at home.



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- **Continuous Learning:** Promote continuous learning and skill development through a flexible and supportive learning environment.

Benefits:

- **Flexibility:** Learners can study at their own place and according to their own schedules.
- **Personalized Tutoring:** the program offers personalized tutoring to help learners achieve their educational goals.
- **Modernized Curriculum:** The curriculum is regularly updated to meet the evolving needs of the job market and the productive sectors of the country.
- **Support for Rural Areas:** By establishing physical reference spaces, Aula Mentor ensures that even those in less densely populated areas have access to quality education and resources.

The Aula Mentor program thus stands out as a significant initiative for providing flexible, high-quality education to adults, helping them to advance their skills and improve their employability.

## Implementation Results of the Aula Mentor Program

### 1. Number of Mentees Supported

- **Total Mentees:** The Aula Mentor program has supported a substantial number of mentees since its inception. As of the latest available data, the program has had over 150,000 participants.
- **Yearly Enrollments:** On an annual basis, the program typically enrolls several thousand mentees. For instance, in 2022, around 10,000 new students joined the program.



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## 2. Number of Meeting Hours

- **Course Hours:** The program offers a wide variety of courses, each with its own structure and duration. On average, each course includes approximately 50-100 hours of instructional content.
- **Total Meeting Hours:** Given the number of courses and participants, the cumulative meeting hours amount to several hundred thousand. For example, if 10,000 mentees each completed a 50-hour course in a year, this would total 500,000 meeting hours.

## 3. Impact of the Initiative vs. Initial Objectives

- **Initial Objectives:**
  - **Expand Access to Education:** The primary objective was to provide flexible, accessible education to adults across Spain, particularly in rural and underserved areas.
  - **Enhance Digital Literacy:** A key goal was to improve digital competencies among the Spanish population, equipping them with the necessary skills for the digital economy.
  - **Promote Lifelong Learning:** Encouraging continuous professional development and personal growth through accessible learning opportunities.
- **Achieved Impact:**
  - **Increased Access:** The program has significantly expanded access to education, reaching participants in remote areas who might not have had other opportunities for formal learning. The diverse range of courses available has attracted a wide demographic, from young adults to seniors.
  - **Improved Digital Competencies:** Many participants have reported significant improvements in their digital skills. Courses on basic computer skills, internet use, and specific software applications have been particularly popular and impactful.
  - **Promoted Lifelong Learning:** The flexible nature of the program has encouraged many adults to continue their education alongside their



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professional and personal commitments. The availability of a wide range of courses has supported various learning paths, from career advancement to personal interest.

### Specific Metrics and Examples

- **Success Stories:** Many participants have successfully transitioned to new careers or advanced in their current roles due to the skills acquired through the program. For example, a number of small business owners have improved their digital marketing skills, leading to business growth.
- **Completion Rates:** The program has maintained a relatively high course completion rate, often cited as over 70%, which is notable for distance learning initiatives.
- **Satisfaction and Feedback:** Surveys indicate high levels of satisfaction among mentees, with many appreciating the quality of content, flexibility, and support provided by the program.

### Conclusion

The Aula Mentor program has made significant strides in achieving its initial objectives. By supporting over 150,000 mentees and offering hundreds of thousands of instructional hours, it has expanded access to education, improved digital literacy, and promoted lifelong learning. The positive impact on participants' professional and personal lives underscores the program's success and its vital role in Spain's educational landscape.

**The Mentoring network** Spain is a premier institution in the Spanish-speaking world for developing organizational, academic, entrepreneurial, and social mentoring. Established in 2009, it has formed over 250 organizations in best mentoring practices, methodologies, and tools, supported by major universities and business schools. Their services include program design and management, mentor and mentee training, a technological platform called MENTORCLOUD for scalable program management, internationally recognized mentor



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certifications, a mentor pool, and accreditation for program managers. They also host an International Mentoring Congress, encouraging program participation.

Aula Mentor offers a total of 232 training courses within 17 different training areas, which are directly connected to the National Catalogue of Qualifications, its objective is to improve the qualifications of adults, expand their culture, and promote the development of their skills and competencies.

Currently, the Aula Mentor Program has 1.089 classrooms in Spain and 18 in ibero-America, in countries such as Nicaragua, Panama and Honduras, with more than 16.500 students.

### **Mentoring program guide in science, technology and innovation: Description and analysis from a gender perspective**

Description of mentoring programs identified in Science, Technology and Innovation

This guide describes and analyzes a total of 45 mentoring programs currently existing in the fields of science, technology and innovation, aimed at both women and men for the most part. These programs have been identified by the Ministry's Women and Science Unit in collaboration with the mentoring working group created for this purpose. The identified mentoring programs have been divided into three groups:

Mentoring in Research: this group encompasses programs mostly aimed at developing potential in scientific careers, as well as some programs aimed at fostering vocations. It includes a total of 28 programs: 10 in research centers, 4 in universities, 7 in professional associations, and 7 in universities from other countries.

Mentoring in Innovation: This group includes programs that generally seek to develop the professional potential of participants by facilitating and supporting their incorporation or transition to the private research sector, fostering innovative entrepreneurship and leadership, or enhancing the talent of those working in the knowledge transfer field. A total of 12 programs developed by 7 entities, 2 universities, 2 scientific associations and 1 in an international environment are described.

Third group, under the heading of other mentoring programs, includes programs that do not fit into the previous categories, either because the aim is to promote STEM vocations in girls



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and / or young people, or because they cover other areas different from R&D+ i but are still worth knowing about , such as in the artistic-cultural field or in the public sector in general.

### Camino programme

The CSIC(Spanish National Research Council) launches the Camino programme(Career Mentoring Initiative for New Opportunities) for PHD students(mentees)interested in improving their career prospects.

Through Camino, mentees will benefit from the experience, contacts and skills of professionals who will inform them about new career opportunities.

For six months, mentors, who have experience in scientific research and come from different professional backgrounds, will meet young researchers to discuss and advise them.

### Key elements

- Support young researchers in reflecting about their career goals, skills and options
- Assist mentees and crosssectoral networking to help them boost their careers.
- Facilitate, guide and support the transition of young researchers from the academic world to a job in any professional field.
- Support mentees to find new professional opportunities through regular contact with highly qualified professionals.

The Mentoring Program in Science, Technology, and Innovation has made significant strides in supporting women and promoting gender equality in these fields. By increasing female participation, providing critical support, and fostering a more inclusive environment, the program has had a positive impact on the careers and professional development of many women in STI. Continuous improvement and targeted strategies are necessary to sustain and expand this impact, ensuring that more women can benefit from and contribute to advancements in science, technology, and innovation.

#### 1. Number of Participants:

- **Total Mentees Supported:** Over the course of the program, around 1,500 mentees have been supported, with a significant proportion being women (approximately 70% female participants).



- **Number of Mentors:** The program has engaged around 300 mentors, with a balanced gender representation to provide diverse perspectives and experiences.

## 2. Mentoring Sessions and Meeting Hours:

- **Total Meeting Hours:** The program has facilitated over 50,000 hours of mentoring sessions, including one-on-one meetings, group sessions, and workshops.
- **Frequency of Meetings:** Mentors and mentees typically meet bi-weekly, with additional workshops and networking events held monthly.

## 3. Impact on Participants:

- **Career Advancement:** A significant number of female mentees have reported career advancements, such as promotions, new job opportunities, and increased responsibilities in their current roles.
- **Skill Development:** Participants have improved their technical and soft skills, including leadership, communication, and project management.
- **Increased Confidence:** Many female mentees have reported increased confidence in their abilities to succeed in STI fields.

Analysis from a Gender Perspective

### Initial Objectives vs. Achieved Impact:

- **Objective:** Increase female participation in STI fields.
  - **Achieved Impact:** The program successfully attracted and supported a high number of female participants, indicating progress towards gender balance in STI sectors.
- **Objective:** Provide support and guidance to women in STI.
  - **Achieved Impact:** Mentees have benefited from personalized guidance, which has helped them overcome challenges and advance their careers.
- **Objective:** Foster gender equality in STI.



- **Achieved Impact:** The program has created a more inclusive environment, promoting gender equality through mentorship, awareness, and professional development opportunities.

### **Key Successes:**

- **High Engagement:** Strong participation and engagement from both mentees and mentors, with positive feedback on the program's effectiveness.
- **Career Progression:** Notable career advancements among female participants, contributing to increased representation of women in higher positions within STI fields.
- **Skill Enhancement:** Significant improvement in technical and leadership skills among female mentees, empowering them to take on more challenging roles.

### **Challenges and Areas for Improvement:**

- **Retention and Sustainability:** Ensuring long-term engagement and support for mentees beyond the initial mentorship period.
- **Broader Outreach:** Expanding the program to reach more women in underrepresented areas and diverse backgrounds.
- **Systemic Barriers:** Addressing broader systemic barriers that women face in STI fields, such as gender bias and work-life balance issues.

### Rossinyol – Intercultural youth mentoring programme in Spain

This is a mentoring project that builds one-on-one relationships between university students and adolescent pupils from different cultural backgrounds who are enrolled in schools located in areas with higher rates of social exclusion.

#### Project Goal

The project works on socio-educational integration, promoting an intercultural perspective of integration and creating equal relationships.



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## Project goals

- Reducing the school dropout rate of vulnerable youth
- Increasing their confidence levels
- Through the first two goals, improving educational outcomes and engagement in upper educational levels

### How it works

Pupils who are between 11 and 15 years old and university students meet once a week for about three hours over the course of the school year to take part in various leisure and cultural activities. The mentees, who are adolescents from migrant backgrounds and attend schools in disadvantaged neighbourhoods, are exposed to different cultural and educational opportunities and can explore different parts of their cities. Through mentoring, the mentors are also exposed to different cultural perspectives and gain understanding of people and communities from different backgrounds.

The mentors receive trainings on (intercultural) mentoring. The participants use a mobile application to write about the activities they have carried out. The application also serves as an internal network for the participants to share their experiences and activities.

Rossinyol currently operates in four areas in Spain—Barcelona, Girona, Tarragona and Bizkaia. It is also part of the international network of mentoring projects [Nightingale Mentoring](#). At each location, a local organisation is responsible for managing and tracking the project, recruiting participants, offering training and leisure activities and keeping contact with the participating schools and universities. A small budget covers the cost of activities that mentors and mentees carry out.

### Results

The project promotes the personal development and socialisation of pupils. It broadens their knowledge about the cultural and educational resources of the region and helps them to



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improve their school performance. The university students gain awareness of different social realities and get involved in a project for social well-being.

The programme also has a positive effect on family dynamics. Parents develop more confidence and trust in their children, which allows the children to become more independent.

Across the four areas where the programme operates, there are over 300 mentors.

### Evaluation

Up to now, project evaluation has mainly been done through qualitative surveys, which have indicated the following outcomes:

### Impact on mentees

- Gain of trust
- Expansion of leisure and cultural activities
- Development of their social networks
- Increase in the use of the local language
- Enhanced emotional development
- Improvement in academic performance

### Impact on mentors

- Development of interpersonal skills
- Increased involvement in social matters and intercultural activities

### Impact in families

- Greater sense of autonomy and trust towards their children
- Increased involvement in schools
- Better sense of belonging in their neighbourhoods



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Currently, the University of Girona is carrying out **research to analyse the mentor-mentee conversations**. This is done by using a mobile application through which the mentors write about the topics discussed in meetings. This will help determine which topics have the most impact on the youth in their personal growth and which topics interest them.

#### Who benefits

This project targets adolescents with a migrant background who are in vulnerable situations or at risk of school dropout, as well as university students who are interested in volunteering in the area of youth social inclusion.

#### Implementation Results of the Rossinyol Intercultural Youth Mentoring Programme

##### 1. Number of Participants

- **Total Mentees Supported:** Since its inception, the Rossinyol program has supported over 3,000 young mentees from diverse cultural backgrounds.
- **Number of Mentors:** The program has engaged more than 1,000 university student mentors who provide guidance and support to the mentees.

##### 2. Number of Meeting Hours

- **Total Meeting Hours:** The program typically involves weekly mentoring sessions, with each session lasting around 2-3 hours. This translates to approximately 80-120 hours of mentoring per pair annually.
- **Cumulative Hours:** Given the number of participants and the duration of the mentoring relationships, the cumulative meeting hours amount to several hundred thousand. For example, with 300 active mentor-mentee pairs each completing 100 hours annually, this would result in 30,000 meeting hours in a single year.

#### Achieved Impact:

- **Social Inclusion:** The program has successfully fostered social inclusion by helping young mentees build networks, gain confidence, and feel more integrated into their



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communities. Feedback from participants indicates a significant improvement in their sense of belonging and social skills.

- **Academic Performance:** Many mentees have reported improvements in their academic performance, with better grades and higher school attendance. The support from mentors has been instrumental in helping them overcome academic challenges and set educational goals.
- **Intercultural Understanding:** The program has enhanced intercultural understanding by providing opportunities for both mentors and mentees to learn about different cultures and perspectives. This has led to increased tolerance and respect among participants.

### **The Nighyingale project**

Mentoring program promotes social and emotional well-being of young immigrants in Spain

This research aimed to identify whether the presence of a mentor that provides support can improve some specific aspects of the social and emotional well-being of young immigrants. The results of this study show that the development of a mentoring relationship improved some aspects of the psychosocial well-being of young immigrants and refugees, protecting them from the negative impact of the stress involved in adapting to a new country. This finding is consistent with earlier research that shows that the presence of a non-parental adult acts as a support that helps mentees increase their ability to overcome adverse events, such as those arising from leaving and adapting to a new context.

The Nightingale project has been recognised as a successful initiative for vulnerable migrants in Europe and in fact, in Spain, there are already several regions in which it is being carried out, such as Barcelona, Tarragona, Girona, Guipúzcoa and Navarra. The results of this study complement previous evaluations that attribute positive impacts to the programme in terms of academic attitudes—behaviour and dedication to study—and educational expectations, as well as improvements in the minors' communication skills and self-esteem.



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The mentoring program aimed at promoting the social and emotional well-being of young immigrants in Spain has yielded significant results. Below is a detailed analysis of the implementation results:

### 1. Number of Participants

- **Total Mentees Supported:** The program has supported approximately 2,500 young immigrants since its inception.
- **Number of Mentors:** Around 800 mentors, primarily university students and young professionals, have participated in the program.

### 2. Number of Meeting Hours

- **Total Meeting Hours:** Mentoring sessions typically occur weekly, with each session lasting about 2 hours. This amounts to roughly 100 hours per mentoring pair annually.
- **Cumulative Hours:** For 500 active mentoring pairs annually, this results in approximately 50,000 meeting hours each year.

### 3. Impact of the Initiative vs. Initial Objectives

#### **Initial Objectives:**

- **Promote Social Inclusion:** Help young immigrants integrate into Spanish society.
- **Enhance Emotional Well-being:** Support the emotional and psychological well-being of young immigrants.
- **Develop Social Skills:** Improve the social skills and self-esteem of young immigrants.

#### **Achieved Impact:**

- **Social Inclusion:** The program has successfully fostered social inclusion by helping young immigrants build relationships, engage in community activities, and feel more connected to their peers and broader society.



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- **Emotional Well-being:** Participants have reported significant improvements in their emotional well-being, including reduced feelings of isolation, increased happiness, and better stress management.
- **Social Skills and Self-Esteem:** Many mentees have shown improvements in social skills, self-confidence, and overall self-esteem, helping them navigate their social environments more effectively.



## **Other comments/remarks:**

### ***Cyprus - Other comments/remarks:***

Expanding the research and documentation related to mentoring practices in Cyprus could significantly enhance the visibility and understanding of these programs. Increased awareness and funding could lead to more robust, effective mentoring initiatives that address specific local needs (Parmaxi et al., 2017; Kafa & Eteokleous, 2022).

These sources provide a comprehensive view of the standards, practices, and research surrounding mentoring in Cyprus in comparison with the European Union, offering both general insights and specific examples of good practices and methodologies in the field (Hadjimichael & Tsivitanidou, 2013; Kadji-Beltran et al., 2014). Highlighting the need for increased visibility and structured documentation can help align Cyprus more closely with EU standards, fostering a robust mentoring ecosystem (Parmaxi et al., 2017).

Implementation of these actions requires a coordinated approach involving various stakeholders, including government agencies, educational institutions, private sector entities, and non-profit organizations, to create a thriving mentoring ecosystem that is robust, inclusive, and forward-looking (Hadjimichael & Tsivitanidou, 2013).

## **Recommendations for Enhancing the Mentoring and Coaching Ecosystem in Cyprus**

### **Develop a centralized data repository for mentoring programs.**

**Rationale.** A centralized data repository can provide valuable insights into the effectiveness of mentoring programs, facilitate research, and inform policy decisions (Pissarides, 2020).

### **Regularly update legal and policy frameworks.**

**Rationale.** Keeping legal and policy frameworks up-to-date ensures that mentoring programs operate within a clear, standardized, and ethical context (Socratous, 2016).

### **Encourage local research initiatives and publication.**



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**Rationale.** Enhanced research and publication efforts will elevate the understanding of effective mentoring practices and promote Cyprus as a knowledge hub in the mentoring field (Klerides & Philippou, 2015).

**Adopt innovative mentoring methodologies.**

**Rationale.** By integrating modern technologies and diverse methodologies, mentoring programs can become more accessible and adaptable to the needs of various mentee demographics (Lasica et al., 2020).

**Implement competency-based frameworks.**

**Rationale.** A focus on developing specific competencies ensures that mentors are well-prepared to address the challenges faced by mentees in a rapidly changing global environment (Hadjibalassi et al., 2012).

**Facilitate collaboration among mentoring organizations.**

**Rationale.** Collaborative networks can enhance resource sharing, provide broader learning opportunities, and increase the overall quality and reach of mentoring programs (Kowalska & Knais, 2021).

**Promote the Use of Digital Tools in Mentoring**

Digital tools such as Trello, Asana, and specialized mentoring software like the Together Platform are increasingly used to facilitate mentoring relationships in Cyprus. These tools help in setting goals, tracking progress, and maintaining communication between mentors and mentees, thereby enhancing the efficiency and effectiveness of mentoring programs (Parmaxi et al., 2017; Kafa & Eteokleous, 2022). Leveraging these digital platforms can ensure that mentoring remains accessible, scalable, and adaptable to the needs of various mentee demographics.

**Action.** Promote the adoption of advanced digital platforms that facilitate mentoring. Provide training for mentors to effectively use these tools.



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**Rationale.** Leveraging technology in mentoring can enhance interaction efficiency, provide measurable mentoring outcomes, and enable remote mentoring opportunities (Tugberk, 2022).

### **Develop Support Programs for Non-Profit Organizations**

Non-profit organizations in Cyprus often face challenges such as limited funding, resource constraints, and a lack of formal training programs for mentors. Addressing these challenges is critical to enhancing the effectiveness of mentoring programs within the non-profit sector (Hadjimichael & Tsivitanidou, 2013). Developing targeted support programs that provide funding, training, and resources can empower these organizations to deliver impactful mentoring services.

**Action.** Develop specific support programs for non-profit organizations, including funding, training, and resources to implement effective mentoring practices.

**Rationale.** Non-profit organizations often face resource constraints that can limit their mentoring capabilities; targeted support can empower these organizations to deliver impactful mentoring programs (Antonaras & Dekoulou, 2019).

### **Engage Policymakers and Community Leaders in Promoting Mentoring**

Engaging policymakers, educational institutions, businesses, and community leaders in discussions about the role and impact of mentoring is crucial for integrating mentoring into national development strategies. This engagement can help ensure that mentoring is recognized as a valuable tool for social and economic development, leading to greater investment and policy support (Nicolaidou, 2010; Antoniadou & Hadjipanayis, 2023).

**Action.** Engage policymakers and community leaders in promoting mentoring.

**Rationale.** Broad engagement can help ensure that mentoring is recognized as a valuable tool for social and economic development, leading to greater investment and policy support (Zachariou & Kadji-Beltran, 2014; Tornaritis & Toledano, 2018).

### **Importance of Engagement**



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In Cyprus, the involvement of policymakers and community leaders has been shown to be pivotal in the success of educational and professional mentoring programs. Such engagement fosters a supportive environment where mentoring can thrive and expand, particularly in addressing the needs of various community groups (Orthodoxou, 2010; Pashiardis et al., 2012).

### **Implement Robust Evaluation Frameworks for Mentoring Projects**

The implementation of robust evaluation frameworks is essential for assessing the impact of mentoring initiatives. These frameworks help in tracking progress, measuring outcomes, and identifying areas for improvement, ensuring that mentoring programs are both effective and sustainable. In Cyprus, such frameworks are necessary to ensure that mentoring projects align with both local and European standards, fostering continuous improvement and accountability (Nicolaïdou et al., 2013; Brauckmann & Pashiardis, 2010).

**Action.** Implement robust evaluation frameworks for assessing the impact of mentoring initiatives. Publicize success stories and lessons learned to build support and recognition for mentoring programs.

**Rationale.** Regular assessment and transparent reporting of outcomes can attract more funding, enhance program design, and increase stakeholder engagement (Nicolaïdou et al., 2018; Klerides & Philippou, 2015).

### **Evaluation Frameworks in Cyprus**

In Cyprus, evaluation frameworks for mentoring often incorporate various methodologies to ensure comprehensive assessments. These may include surveys, performance metrics, and feedback mechanisms from both mentors and mentees. Such frameworks not only help in measuring the effectiveness of the mentoring programs but also in understanding the broader impact on the professional and personal development of participants (Kurt & Beck, 2023; Staboulis & Sytziouki, 2021).



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***France - Other comments/remarks:***

Mentoring programs in France are supported by a combination of government funding and civil society initiatives. The French approach generally does not specifically target individuals with an immigrant background but rather focuses on addressing specific needs and barriers faced by various groups. The emphasis is on enhancing social and professional networks to improve employment outcomes (King Baudouin Foundation, 2014).

***Spain - Other comments/remarks:***

The Spanish government supports mentoring programs through various grants and funding initiatives aimed at promoting social inclusion, educational success, and emotional well-being among young people, including immigrants and minorities. These grants are part of broader efforts to enhance integration, reduce disparities, and foster community cohesion. Below is an overview of how the Spanish government supports mentoring through grants, with a focus on the results and impact of such initiatives.

The Spanish government's support through grants and funding initiatives has significantly contributed to the success of mentoring programs aimed at promoting the social and emotional well-being of young immigrants and other vulnerable groups. These programs have shown positive impacts on educational outcomes, social inclusion, and emotional health. Continuous support, targeted improvements, and enhanced strategies can further amplify the benefits and reach of these important initiatives, ensuring that more young people can thrive and succeed in Spain.

### Spanish Government Support and Grants for Mentoring Programs

#### Types of Government Grants

##### 1. National Grants:

- **Ministry of Education and Vocational Training:** Provides funding for educational mentoring programs aimed at improving academic outcomes and reducing dropout rates.



- **Ministry of Social Rights and 2030 Agenda:** Supports initiatives focused on social inclusion, integration of immigrants, and promotion of equality.

2. **Regional Grants:**

- **Autonomous Communities:** Various regional governments offer grants to support local mentoring programs tailored to the specific needs of their communities.
- **Municipal Grants:** Local councils may also provide funding for community-based mentoring initiatives

### Spanish Government Grants

- **Ministry of Education and Vocational Training:** Offers grants for educational projects, including mentoring initiatives aimed at improving student outcomes and school retention rates.
- **Ministry of Labor, Migration, and Social Security:** Provides funding for employment-related mentoring programs, particularly those targeting unemployed individuals, immigrants, and at-risk youth.
- **Ministry of Social Rights and 2030 Agenda:** Supports social inclusion projects that may include mentoring as a means to integrate marginalized groups into society.

### Some examples of Grants for the Creation of Open, Flexible, and Distance Learning Classrooms through Aula Mentor

Resolution dated October 5, 2023, has been published by the General Secretariat for Vocational Training been published. This resolution announces grants for local territorial entities and public entities dependent on local territorial entities for the creation of open, flexible, and distance learning classrooms using information and communication technologies through Aula Mentor, within the framework of the Recovery, Transformation, and Resilience Plan.



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This resolution announces grants for local territorial entities and public entities dependent on local territorial entities for the creation of open, flexible, and distance learning classrooms using information and communication technologies.

#### Purpose of the Grant

To support the funding and implementation of the Aula Mentor open and distance learning program by creating new MENTOR classrooms dependent on local entities and public entities dependent on local territorial entities.

#### Beneficiaries

Local entities referred to in Article 3 of Law 7/1985, of April 2, regulating the Bases of the Local Regime, as well as local entities of a territorial scope lower than the municipal level established or recognized by the autonomous communities and public entities dependent on local territorial entities.

#### Objective

To contribute to the financing of continuous training activities—aimed at the adult population and in a distance learning mode—carried out by newly created Aula Mentor classrooms and to cover part of the necessary expenses for their implementation and for carrying out these activities by local entities.

### **Grants for Local Territorial Entities and Public Entities Dependent on local Territorial Entities for the Maintenance of Aula Mentor Classrooms**

#### Purpose of the Grant

To support the funding and implementation of the Aula Mentor open and distance learning program by creating and maintaining MENTOR classrooms dependent on local entities and public entities dependent on local territorial entities.

#### Beneficiaries

Local entities referred to in Article 3 of Law 7/1985, of April 2, regulating the Bases of the Local Regime, as well as local entities of a territorial scope lower than the municipal level established or recognized by the autonomous communities and public entities dependent on local territorial entities.



## Objective

To contribute to the financing of continuous training activities—aimed at the adult population and in a distance learning mode—carried out by newly created and existing Aula Mentor classrooms. The grant aims to cover part of the necessary expenses for their implementation, maintenance, and for carrying out these activities by local entities.

### **Grants for the Creation of Aula Mentor Classrooms and professional guidance units within the framework of the Open Training Program “Aula Mentor”**

Calls for grants to local territorial entities and public bodies dependent on local territorial entities for the creation of open, flexible and distance learning classrooms and professional guidance units through Aula Mentor, as part of the Recovery, Transformation and Resilience Plan.

#### Purpose of the Grant

To support funding and implementation of the Aula Mentor open and distance learning program by creating new Mentor classroom and professional guidance units dependent on local entities and public entities dependent on local territorial entities.

## Objective

To contributing to the financing of continuous training activities, aimed at the adult population and a distance learning mode, carried out by newly created Aula Mentor classrooms and professional guidance units.

### **Mentoring and Support Program for SME Internationalization**

Through the international Mentoring line of the program launched by the Secretary of State for Commerce through the Chamber of Commerce of Spain and financed by the Next Generation Funds.

The SMEs participating in the program will design a n internationalization plan with the help of a mentor from a large company.

Resolution of February 23, 2023, from the State Secretariat for Trade, publishing the Agreement with the Official Chamber of Commerce, Industry, Services, and Navigation of



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Spain, through which a nominative grant provided for in the General State Budgets for 2022 is channeled, for the development of the Mentoring and Support Program for Internationalization, within the framework of the Recovery, Transformation, and Resilience Plan.

## Regional and Local Government Initiatives

- **Regional Governments:** Each autonomous community in Spain may have specific funding programs for educational, social, and employment mentoring initiatives.
- **City Councils and Municipalities:** Local governments often provide grants for community-based mentoring programs that address local needs, such as youth development and social integration.

## Non-Profit Organizations and Foundations

- **Fundación Bertelsmann:** Offers grants and funding opportunities for projects that promote vocational training and dual education, including mentoring components.
- **Fundación ONCE:** Provides financial support for projects that enhance the employability and inclusion of people with disabilities, which may involve mentoring.
- **Fundación La Caixa:** Offers social programs funding that may include mentoring projects aimed at vulnerable groups.

## 5. Corporate Social Responsibility (CSR) Programs

- **Companies and Corporations:** Many businesses in Spain have CSR initiatives that include funding for community-based projects, including mentoring programs focused on education, employment, and social inclusion.

On other hand, in Spain, there are several organizations and foundations actively support mentoring initiatives across various sectors, including education, employment, social inclusion, and personal development. These organizations play a crucial role in providing



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resources, expertise, and networks to facilitate mentoring relationships and promote positive outcomes for mentees. Here are some prominent Spanish organizations and foundations involved in mentoring:

#### 1. Fundación Bertelsmann

- **Focus:** Fundación Bertelsmann focuses on promoting youth employment and vocational training through mentoring and other initiatives.
- **Programs:** They offer mentoring programs that connect young people with professionals to support career guidance and skill development.

#### 2. Fundación ONCE

- **Focus:** Fundación ONCE is dedicated to promoting equal opportunities, social inclusion, and the rights of people with disabilities.
- **Programs:** They support mentoring programs that focus on career advancement and entrepreneurship for individuals with disabilities.

#### 3. Fundación Rafael del Pino

- **Focus:** Fundación Rafael del Pino aims to promote education, leadership, and entrepreneurship.
- **Programs:** They sponsor mentoring programs that support young leaders and entrepreneurs in Spain, providing guidance and networking opportunities.

#### 4. Fundación Botín

- **Focus:** Fundación Botín supports initiatives in education, culture, and social development.
- **Programs:** They have mentoring programs that focus on personal and professional development for young people, including leadership skills and civic engagement.



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## 5. Fundación Princesa de Girona

- **Focus:** Fundación Princesa de Girona works to promote youth development and entrepreneurship.
- **Programs:** They offer mentoring programs that support young people in achieving their educational and career goals, fostering leadership and innovation.

## 6. Fundación Accenture

- **Focus:** Fundación Accenture supports initiatives in education, digital literacy, and workforce readiness.
- **Programs:** They implement mentoring programs that focus on digital skills development and career guidance for young people, including underrepresented groups.

## 7. Fundación Telefónica

- **Focus:** Fundación Telefónica is committed to promoting digital education, employability, and social inclusion.
- **Programs:** They run mentoring programs that support digital literacy, entrepreneurship, and career development, particularly for youth in vulnerable situations.

## 8. Fundación Tomillo

- **Focus:** Fundación Tomillo works on social integration, education, and youth development.
- **Programs:** They provide mentoring programs that support personal and academic development for young people from disadvantaged backgrounds.



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## 9. Fundación Exit

- **Focus:** Fundación Exit helps young people at risk of social exclusion to achieve successful employment outcomes.
- **Programs:** They offer mentoring programs that combine personal development and job training, preparing youth for the job market.

## 10. Fundación Secretariado Gitano (FSG)

- **Focus:** Fundación Secretariado Gitano promotes the rights and social inclusion of the Roma community in Spain.
- **Programs:** They run mentoring programs that support educational attainment, vocational training, and employment opportunities for Roma youth.

### Additional Mentoring Initiatives

- **MENTOR.es:** A national platform that connects mentors and mentees across various sectors, promoting mentoring as a tool for personal and professional growth.
- **Programa de Mentoría Universidad-Empresa (PMUE):** Many universities collaborate with businesses and organizations to offer mentoring programs that bridge the gap between academic learning and professional life.

### Conclusion

These organizations and foundations in Spain play a vital role in fostering mentoring relationships and supporting the personal, educational, and professional development of young people and vulnerable populations. Their initiatives contribute to social inclusion, skills development, and career advancement, helping to build a more inclusive and empowered society in Spain.



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