



PEER MENTORING PROGRAMME





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1. BACKGROUND



Description of the manual, objectives, target audience, and underlying assumptions (integration strategy). Presentation of the program, tools, materials, and their use.

This dossier is an operational booklet created to provide practical guidance to partners involved in the AMIR (A peer Mentoring and capacity building Integration strategy to ensure TCN inclusion at Regional and local level) project. It specifically supports those participating in the implementation of the Peer Mentoring program, which falls under the activities promoted by WP3. The goal is to embed the program within a broader integration strategy, developed based on the multi-agency cooperation, research, and identification of best practices that characterized the project's initial phase (WP2). Furthermore, this specific program is positioned within the extensive academic landscape of mentoring, with a particular emphasis on its emergence as a positive practice supporting the integration journey of Third Country Nationals (TCNs). The primary purpose of the promoted Peer Mentoring program is to bridge the gap between newcomers and available services in the host country, fostering supportive relationships built on trust and shared migration experiences. Mentors, who are foreign citizens with greater resources and knowledge, are trained and mobilized to support other TCNs in key aspects of integration.

The introductory section of the document provides a brief academic overview of mentoring, understood as a formal relationship that develops to promote personal growth and development through the “mentor-mentee” dynamic. This particular type of bond fits effectively within any integration pathway, based on the foundational premises of the entire project: inclusion, active participation of individuals and the community, a personalized approach, the use of inclusive narratives, and the dissemination of best practices.

The document continues by providing useful documentation for understanding and implementing the Peer Mentoring program, detailing its phases, timelines, and offering concrete tools and materials for use throughout the process. The intention is to create common guidelines that are also useful for replication and dissemination, with the understanding that both the program and its materials can be adapted to the needs and characteristics of each context and country without compromising their core principles.

The Peer Mentoring program unfolds in five phases. The first three are preparatory phases, consisting of mentor and mentee recruitment, mentor training and the matching phase.

The training includes five modules: explaining the Peer Mentoring program and the mentor's role (Unit 1); analyzing the helping relationship and building trust (Unit 2); delving into educational and health services (Unit 3); exploring services related to housing, employment, and financial literacy (Unit 4); and finally, providing useful guidance for setting personal growth objectives functional to the individual's integration journey (Unit 5).

The fourth phase involves the actual launch of the mentoring pathways, including the mentor's accompaniment of the mentee, the evolution of the relationship, supervision meetings, and monitoring activities in terms of participant support.

Finally, the fifth phase represents the concluding stage of the program. At the end of the activities, an analysis and evaluation of the Peer Mentoring program and its effectiveness are conducted through discussions with participants and integration with data collected during monitoring and supervision activities.

In the final part of the booklet, once the Peer Mentoring program has been outlined, emphasis is placed on the possibilities for program replication and dissemination. This also includes the hope for promotional initiatives and public dissemination events, as envisioned within the project's awareness-raising and dissemination activities (WP4).

At the end of the document, various appendices and further insights are included, useful for understanding the booklet and for the program's development.

This manual can be used in its entirety by various partners within the project actions. However, the specific parts related to the Peer Mentoring program and the attached materials are designed to be disseminated and utilized by different public and private work teams, as well as institutional entities interested in implementing the Peer Mentoring program in the context of Third Country National integration.

2. INTRODUCTION



Peer mentoring is a flexible yet structured relational practice, grounded in voluntary support between individuals who share similar characteristics such as age, cultural background, social status, or life experiences. Unlike traditional hierarchical mentoring models, peer mentoring emphasizes reciprocity, shared identity, and mutual learning. The relationship is based not on authority or expertise, but on common experience and mutual empathy (Colvin & Ashman, 2010; Terrion & Leonard, 2007; Santinello et al., 2019), and it is aimed to enhance reciprocal learning (Crisp & Cruz, 2009). Recent research further underscores the value of this approach: peer mentoring offers not only emotional and academic support for mentees, but also fosters the development of key competencies in mentors, such as communication skills, emotional intelligence, and reflective practice (Zwilling et al., 2025). As shown in a qualitative study of medical education settings, both mentors and mentees reported a sense of empowerment and shared growth, highlighting peer mentoring as a transformative experience that supports professional identity development and resilience (Pölczman et al., 2024).

Relationships in peer mentoring are grounded in a balance between informal connections and structured reflective practice, integrating personal interaction with systematic oversight (Krishna et al., 2024). De Lange and Wittek (2020) emphasize an observation-based peer group mentoring model that combines structured observation with reflective dialogue, fostering a trusting environment where participants actively reflect to enhance their skills. This approach illustrates how informal relationships are strengthened through formal structures like observation and facilitation, extending Jacobi and Santinello's concepts by highlighting the complementary role of structured reflection in sustaining peer mentoring. Such support promotes both personal and collective development through shared reflection and meaning-making. Peer mentors serve as role models, demonstrating adaptive coping strategies and behaviours that mentees observe, interpret, and adopt. This dynamic fosters cognitive learning—via problem-solving and goal-setting—and relational learning—through empathy, validation, and trust (Gower, Jeemi & Dantas, 2022; Bandura, 1977).

The theoretical foundations of peer mentoring are multifaceted. First, the principle of reciprocity allows both mentor and mentee to evolve within the relationship, often alternating roles over time (Mardjetko & White Prosser, 2022). Shared identity, rooted in

similar experiences such as migration journeys or cultural transitions, foster psychological safety and facilitate candid dialogue (Murrell et al., 2020). Additionally, voluntariness reinforces intrinsic motivation, contributing to authentic committed relationships (Le, Son & Heng, 2024).

Empirical studies continue to underscore several core functions of peer mentoring, including:

- Instrumental support: Offering practical guidance in navigating language acquisition, institutional systems, and career planning, especially critical for migrants and TCNs adapting to new environments (Gower et al., 2022; de Lange & Wittek, 2020).
- Emotional support: Providing empathy, encouragement, and fostering a sense of belonging, which significantly reduces feelings of social isolation and improves mental well-being (Johnson-Singh et al., 2024).
- Appraisal support: Delivering reflective feedback that enhances self-awareness and personal growth, strengthening mentees' confidence and adaptive capacities (Larson et al., 2024).
- Informational socialization: Facilitating informal transmission of cultural norms, social expectations, and unwritten rules, often conveyed through shared lived experiences and narratives (Weiss et al., 2019).

Recent research also highlights the increasing role of digital peer mentoring platforms, which expand access to these support functions and foster continuous engagement through virtual communities (Lopez et al., 2025). Furthermore, intersectional approaches in peer mentoring recognize how factors such as gender, ethnicity, and migration status shape the nature and effectiveness of support provided.

The mentoring relationship also nurtures identity development for both parties. Mentors consolidate their sense of leadership and coping strategies through the act of sharing their narratives, while mentees begin constructing coherent self-narratives that bridge their past identities with present challenges, a process that enhances resilience and supports cultural adaptation (Bruner, 1996). Within this framework, structured reflection and collaborative problem-solving foster metacognitive awareness. Mentees are encouraged to articulate goals, examine underlying assumptions, and assess the outcomes of their decisions. Simultaneously, mentors develop greater reflective competence by offering feedback and posing guiding questions that facilitate insight (Li et al., 2024).

Effective peer mentoring also strengthens core relational competencies. Active listening, empathic responsiveness, and culturally sensitive communication are crucial skills that are often cultivated through targeted training and practice; these skills are

not innate but can be developed to build safe, respectful spaces where trust can emerge (Reeves, 2024). In these spaces, psychological well-being is promoted: sharing lived experiences reduces acculturative stress, while setting and achieving goals enhances mentees' self-efficacy. This process of shared decision-making fosters a sense of empowerment, shifting mentees from passive adaptation to active engagement in their integration journey (Bandura, 1977; Gower et al., 2022).

Furthermore, peer mentoring can contribute to the development of positive relational models. When mentees experience supportive and affirming relationships—especially in contrast to prior experiences of marginalization or exclusion—they may begin to internalize more constructive relational schemas. These positive models can then inform their interactions across educational, professional, and civic contexts, encouraging healthier and more adaptive social engagement (Paloma et al., 2020; Bruner, 1996; Santelli, 2014).

There is a growing body of evidence supporting the effectiveness of peer mentoring as a strategy for enhancing the integration of migrants and refugees (Thryssøe et al., 2025). Programs across Europe and beyond have demonstrated positive outcomes in areas such as language acquisition, social inclusion, and psychological well-being.

Peer Mentoring for Migrant and Refugee Women – Integrative Review

A systematic review of 12 peer mentoring programs targeting migrant and refugee women (2005–2020) highlights the importance of cultural adaptation, co-design with community partners, and structured mentor training. The review found consistent improvements in empowerment, confidence, and social connectedness, although employment-related outcomes were less conclusive.

Mentoring for Migrants – Austria and Portugal

This large-scale initiative involved over 2,500 mentor–mentee pairs since 2008. Evaluation results indicate strong support for the program:

- 100% of mentors viewed mentoring as a valuable tool for migrant integration.
- 83% reported personal benefits.
- 86% of employers acknowledged the contribution of mentees in expanding international business opportunities.
- 97% highlighted the value of multilingualism and intercultural knowledge transfer.

Randomized Controlled Trial – Germany

An RCT evaluated a social start-up initiative in Germany that paired refugees with local volunteers. Conducted with 446 participants drawn from a national refugee survey, the study addressed baseline imbalances using propensity score weighting.

Among the 85 matched pairs, the 30 participants most engaged in the program reported improved social connectedness, housing satisfaction, and moderate gains in German language proficiency. While the program did not yield immediate employment effects, findings suggest that peer mentoring fosters subjective integration, with potential long-term impacts on broader socio-economic outcomes.

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3. PEER MENTORING PROGRAMME PHASES

PROGRAMME PHASES	ACTIVITY	PROCEDURE	PRACTICAL TOOLS
<p>1</p> <p>September–October 2025</p> <p>1 month</p>	Recruitment and selection	<ul style="list-style-type: none"> • Dissemination of the program • Call for applications • Initial contact with participants and in-depth interviews • Valuation and selection of participants • Invitation to training 	<p>Attachment 1: Flyer Mentor</p> <p>Attachment 2: Flyer Mentee</p> <p>Attachment 3: Mentor Recruitment Questionnaire</p> <p>Attachment 4: Mentee intake Questionnaire</p>
<p>2</p> <p>October–November 2025</p> <p>1 month</p>	Mentoring training	<ul style="list-style-type: none"> • 5 sessions 2/3 hours each • Continuation of mentee selection activities 	<p>Attachment 5: Glossary of the reference's terms</p> <p>Attachment 6: Peer Mentorship Code of Conduct Agreement</p> <p>Attachment 7: Trauma and Vulnerability</p> <p>Attachment 8: Individual Integration Plan (IIP)</p>
<p>3 4</p> <p>November 2025–October 2026</p> <p>12 month</p>	Matching and start of activities	<ul style="list-style-type: none"> • Matching release by the project's team • Introductory meetings between the matching couples mentors-mentees, supported by the project team • Launch of mentoring activities • Monitoring and supervision activities 	<p>Attachment 5: Glossary of the reference's terms</p> <p>Attachment 6: Peer Mentorship Code of Conduct Agreement</p> <p>Attachment 8: Individual Integration Plan (IIP)</p> <p>Attachment 9: Mentor Weekly Diary</p>
<p>5</p> <p>November 2026</p> <p>1 month</p>	Conclusion activities, monitoring and evaluation	<ul style="list-style-type: none"> • Program conclusion activities • Group events • Results monitoring 	<p>Attachment 9: Mentor Weekly Diary</p> <p>Attachment 10: Mentor's Satisfaction Questionnaires</p> <p>Attachment 11: Mentee's Satisfaction Questionnaires</p> <p>Attachment 12: Final Individual Integration Plan Assessment Form</p>

PHASE ①

PEER SELECTION AND RECRUITMENT

PROFILE OF PEER MENTORS

Peer Mentors are Third Country Nationals who have reached a good level of independence in their own integration journey and are now motivated to support others. These mentors will serve as role models and trusted guides, sharing lived experience and practical advice.

Key characteristics of Peer Mentors:

- Preferably aged 25–45, but the age range considered is flexible, also based on the age of the mentees.
- Minimum one/three years of residence in the host country and a good knowledge of local systems.
- Demonstrated integration in key areas (e.g., employment, education, housing) and ability to explain and to convey this information.
- Medium command of the host country's language or possibly of a lingua franca.
- Availability to commit to training, mentoring sessions, and periodic follow-ups.
- Motivation to support others, emotional stability, and intercultural openness.
- Problem-solving skills and resourcefulness to guide mentees through challenges.
- Without convictions or pending legal issues.

Additional competencies:

- Basic facilitation and communication skills.
- Recognizing and respecting the generational and social differences between the country of origin and the host country.
- Exercising empathy by actively listening, withholding judgment, and viewing the other person as unique and positive.
- Digital literacy for participation in online modules and communication (creation and management of an email account, filling out google forms and other simple documents like the “Individual Integration Plan” (IIP) and “Mentor Weekly Diary”, use the phone or social media to stay in contact and communicate with their mentee).
- Fluency in at least one common language with the mentee group, aptitude in linguistic and cultural mediation.

- Recognizing and respecting basic data privacy and ethics awareness to protect mentees' personal information in communication and documentation.

PROFILE OF MENTEES

The mentee is a Third-Country National who is in an initial or intermediate stage of their integration journey and who wishes to receive guidance and support from a person who has already successfully faced similar challenges.

Key characteristic of Mentees:

- Preferably aged 18–30, but the age range considered is flexible, also based on the age of the mentors.
- Minimum 6 months/one year of residence in order with the residence permit.
- Able to commit to a long-term programme (12 months), remain in touch with the mentor.

Additional competencies:

- Motivated to start an integration process in a new country.
- Prepared to handle the emotional aspects of integration, including setbacks and uncertainty.
- Openness to learning, listening to the mentor's experience, receiving advice, and actively engaging to overcome difficulties.
- Communication skills in order to effectively communicate their needs, doubts, and progress.

RECRUITMENT PROCESS

Dissemination of the program; call for applications; initial contact with participants and in-depth interviews; valuation and selection of participants; invitation to training.

Dissemination of the program – The recruitment process initially involves promoting the program and seeking participants. This includes the distribution of printed and/or online materials on the social media channels of the different partners and in places of interest (e.g., schools for national language learning, university language and mediation courses, social cooperatives, intercultural centers, police headquarters, assistance centers, employment offices, immigration desks, etc.).

The promotion campaign therefore has no predefined method or specific resources; it is integrated into the dissemination actions promoted by the project and can be adapted in various ways depending on the context of action and reference of each partner, as well as the characteristics of the different Countries. In this regard, [Attachment 1 “Flyer Mentor”](#) and [Attachment 2 “Flyer Mentee”](#) represent a useful tool for setting up the creation of flyers to be used during the promotion campaign; the

fundamental elements to include are:

- An invitation to submit applications/expressions of interest.
- The criteria defining the selection of volunteers.
- The main characteristics of the mentor figure.
- The activities, phases, and objectives of the Peer Mentoring program.
- The definition of the mentoring relationship.
- The specification that anyone selected as a mentor must commit to a minimum period of one year (October 2025 - November 2026) and, before being paired with a mentee, attend mandatory training (5 sessions of 2 hours each between September and October 2025) and participate in the feedback phase at the end of the program.
- The voluntary nature of the program.

Call for applications – The promotional material must therefore contain, or if online, allow connection via a link or QR code, the invitation to apply and access through the completion of an application form: Attachment 3 “Mentor Recruitment Questionnaire” and Attachment 4 “Mentee intake Questionnaire”.

Initial contact with participants and in-depth interviews – Once the various applications have been received, it is necessary to contact the participants and conduct more in-depth interviews to get to know the candidates and bring out the aspects that will then be useful for the selection of mentors and mentees and the subsequent matching, starting from what has already been expressed and communicated through the completion of the application forms.

Regarding mentors, the aspects to be highlighted, in addition to those of the outlined profile, are experiences and lived experiences, as well as motivation and availability. Also, with respect to mentees, the experiences that can unite them with possible mentors, along with age, languages spoken and geographical place of residence, as well as motivation, will be taken into consideration; a more in-depth interview will also be an opportunity to investigate and recognize the mentee’s needs, thus guiding the future work of the mentors by already identifying some areas of intervention. Furthermore, from this meeting, other figures who constitute the mentee’s network of belonging might already emerge, which can eventually be taken into consideration for more targeted support, evaluating it as a team and only with the mentee’s consent.

Valuation and selection of participants – The evaluation and selection of participants must take place objectively, referring to the characteristics identified in the mentor and mentee profiles and based on the information emerged from the application forms and subsequent introductory interviews. Although this is a voluntary program,

not all candidates are necessarily suitable; time availability and commitment are a central aspect of the Peer Mentoring program, as is motivation. This latter element is difficult to interpret, and therefore it is necessary for future mentors to clearly express their motivations to participate, as well as for this desire to participate to be constantly monitored by the team through supervision sessions throughout the program's duration and not only in the initial phase. The only fundamental requirement for mentees is to be in good standing with their residence permit, an aspect that may seem limiting but represents a necessary starting point for the mentor's support to be effective also in terms of access to and adherence to local services.

At the end of the selection process, it is fundamental to provide feedback to all volunteers, including those who were not selected, reinforcing the fact that non-adherence to the program depends on the limitations and characteristics of the program itself, and not on the candidate.

Invitation to training – Once the promotion and selection phase is completed, it is possible to proceed with the invitation to training activities for mentors, anticipating the calendar of the various units, the content of the modules, the method of delivery (online or in-person), the location, and reiterating the importance of participation. As the mentee figure is not directly involved in the training activities, it is possible to consider continuing with actions to identify candidates even concurrently with the training modules, if necessary.

PHASE ②

TRAINING OF PEER MENTORS

Volunteers who have been selected to become mentors must participate in compulsory training, provided by the mentorship program. Each unit includes a training session of about 2 hours, which can be held in person (ensuring there is an appropriate and welcoming space) or online. The session consists of a more traditional part and a practical workshop with interactive activities to engage the mentor.

The training sessions provide volunteers with the knowledge, skills, and tools useful for building the mentoring relationship and supporting their mentee's integration process, creating an opportunity for a meeting with the group of mentors and the program team.

The training will enable volunteers to fully understand how the Peer Mentoring program works, what the mentor's role is, and the skills necessary to support their mentee, improving their relational skills, intercultural communication, understanding and support for people with traumatic experiences, acquiring new practical knowledge, and learning to cope with stress and conflict situations. Based on the information collected through the application forms and interviews, it will also be possible to identify specific training needs, adapting the activities and content of the training accordingly. Finally, the training modules must also be adjusted to the national and local context of each country where the program is implemented.



UNIT 1: THE ROLE OF PEER MENTOR

Objective: Understanding the role of Peer Mentor and being aware of the role, tasks and responsibilities (materials) to be a mentor. To introduce the participants to each other and strengthen the group.

Contents: Welcome and introduction, overview of the Programme, confirm time lines and activities, reflection on the expectations, who is the mentor (and not), who is the mentee, roles of the participants and objectives of the program (both for each individual pair and for each mentee), tools and resources available that will be used during the program, presentation of the supervision team.

During this first training session, it is necessary to verify that participants clearly understand the program's objectives, their own role, who the mentees and mentors are (and their boundaries), and the required activities, and that they make a definitive decision on whether or not to join the program. To help the team convey this information and receive confirmation of conscious participation, two documents have been prepared, which constitute [Attachment 5 "Glossary of the reference's terms"](#) and [Attachment 6 "Peer Mentorship Code of Conduct Agreement"](#). The first is a glossary that serves as a guide and defines the terms of reference for the mentoring program, while the second is a kind of participation agreement that must be shown to the participants and will be defined and signed together with the mentor-mentee pair at the beginning of the mentoring activities during their mutual introduction by the team.

Proposed group activity:

- Icebreaker/Team Building Activity.
- ...



UNIT 2: BECOMING A PERSON OF TRUST

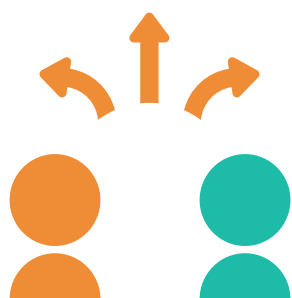
Objective: To acquire skills in dialogic communication, empathy, conflict resolution, and understanding the risks associated with helping relationships.

Contents: understand what qualifications are needed for being a peer (inter-cultural skills, empathy, dialogic communication, active and non-judgmental listening, coaching and motivation), understand the impact of trauma and suffering in the life of a person, the helping relationship and the building of a bond of trust and support, the centrality of the individual.

This module provides essential guidance for peer mentors on recognizing signs of vulnerability and trauma in mentees, and how to respond effectively and ethically within the scope of their role; to help in this we have created [Attachment 7 “Trauma and Vulnerability”](#), which can be used during the training.

Proposed group activity:

- Group reflection based on personal experience (think of a person they have known in their life who has been a point of reference for them, what characteristics did this person have?).
- Create cards or a list of activities/games describing a series of activities that mentor and mentee can do together to get to know each other and strengthen their bond.
- ...



UNIT 3: GUIDANCE ON LOCAL SERVICES: HEALTHCARE AND EDUCATION

Objective: Understanding how to navigate and refer to services in the field of healthcare, motivating trust in the health care system, understanding the importance of health care and psychosocial support. Discover language and integration courses and understand the education system of the Country, recognize and value one's academic and educational background.

Contents: Mechanisms and organization of the healthcare system, description of services related to public and private physical and mental health. Description of the educational and training system and possible academic and training pathways and necessary prerequisites. Analysis of skills and knowledge and the procedure for the recognition of educational qualifications.

Proposed group activity:

- Role-play or a simulation of a doctor's visit, a health card renewal, a check-up at a clinic, etc.
- Creation of a board game (like Snakes and Ladders or the Game of Goose) that outlines alternative educational pathways.
- "Health System Map" Activity (Group Work): participants collaboratively create a flowchart or map of how to access health services: e.g., what to do when sick, where to go first, how to get a health card, etc.
- Health Vocabulary Bingo: creating bingo cards with key health-related vocabulary (e.g., appointment, clinic, prescription, insurance, fever); using it to reinforce common terms, especially useful for language learners.
- ...



UNIT 4: GUIDANCE ON LOCAL SERVICES: HOUSING, EMPLOYMENT AND FINANCIAL LITERACY

Objective: Understanding how to navigate and refer to services in the field of housing, employment and financial literacy.

Contents: Description of labour rights and employment contracts and the risk of labor exploitation.

Outline some strategies to navigate the housing market, how to access public housing, and what alternative housing options exist. List of the rights and responsibilities of a tenant. Promote good neighborly relations.

Explain how to manage money, open a bank account, and avoid debt. Develop attitudes to manage money for an autonomous person in the best way. Digital tools and administrative literacy (online services, e-government platforms, etc...).

Proposed group activity:

- Skills assessment activity (functional, technical, digital, and soft/transversal skills).
- A job interview simulation and an activity for creating a CV or a cover letter for an application.
- Role-play on possible problems between neighbors and tenants related to concrete housing situations that must be dealt with (e.g., management of common spaces, access to the building for non-residents, quiet hours, etc.) or challenges (bureaucratic, discriminatory, etc) in securing housing.
- Mapping of possible housing types available in the area with their characteristics and access methods (e.g., shared apartments, serviced apartments/residences, public housing, owned property, etc.).
- Creating a personal budget for one's expenses, defining a budget for each of them in order to spend one's money in a consistent manner.
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UNIT 5: EMPOWERMENT AND GOAL SETTINGS

Objective: Supporting mentees to define personal goals and make actionable plans, build an inclusion pathway together that is consistent with the migration project.

Contents: Expectations, the relationship with the family of origin, the definition of short and long-term personal goals and the actions to be taken to achieve them, the host environment, and possible obstacles and difficulties (stereotypes and discrimination).

To promote and facilitate the development of mentoring activities and support the pair in their journey, a document has been created to assist the mentor and the mentee to identify and pursue goals in specific areas which is represented by [Attachment 8 “Individual Integration Plan” \(IIP\)](#).

Proposed group activities:

- Create a timeline that represents each participant’s future, on which to place their main objectives. Below, write a list of the requirements needed to achieve those goals, analyzing each one in increasing detail.
- ...

PHASE ③

MATCHING METHODOLOGY

MATCHING CRITERIA

Once the training is concluded, volunteers can be considered full-fledged mentors and thus be matched with mentees to proceed with the subsequent phase of the mentoring program. This is a very delicate phase because the construction of a positive bond of trust, which is the basis for the development of mentoring activities, will depend on good matching.

The mentor-mentee matching process will be based on:

- Same or similar ethnic, cultural, and/or linguistic background (when possible).
- Preferred gender and/or age group (when relevant).
- Expressed needs, desires, expectations and thematic priorities of the mentee.
- Mentor's availability.
- Mentor's specific skills and/or specific field of interest/experience.
- Proximity of residence (when possible).
- Temperament and personal traits.
- Self-evaluation (see application forms).

The program team, to carry out the selection, will need to consider the elements listed above, as well as additional information collected through the application forms and interviews. Training will also be an important phase for direct knowledge of the mentors and an opportunity to gather information on their personality, skills, and knowledge.

PHASE ④

IMPLEMENTATION METHOD AND ACTIVITIES

MENTORING PROCESS

Launch of the mentoring process – Initial intake session with the mentor and programme coordinator; this is an opportunity to introduce the mentor and mentee, and together, complete the individual plan (Attachment 8 “Individual Integration Plan”), which will serve as the basis for structuring their meetings and their journey throughout the duration of the Peer Mentoring project. Additionally, they can jointly review the program’s terms of reference (Attachment 5 “Glossary of the reference’s terms”) and the mentor’s code of conduct (Attachment 6 “Peer Mentorship Code of Conduct Agreement”), as well as the general phases of the program.

After the first meeting, weekly sessions between mentors and mentees are encouraged whenever possible. Subsequently, each pair is invited to define their own meeting frequency and preferred mode (in person or online). The use of structured mentoring plans is recommended, including clear objectives and milestones. Activities that foster social inclusion—such as sports and leisure events, artistic workshops, or thematic labs—should be integrated into the mentoring process.

The defined objectives and milestones should be directly relevant to the mentee’s integration process and realistically achievable within the project’s timeframe (maximum 12 months). During supervision, overly ambitious or unrealistic goals should be discouraged, as they may create high expectations and lead to frustration if not met. The supervision équipe should support mentors in setting realistic and, where possible, measurable objectives to facilitate the evaluation of the integration outcomes—whether success or failure.

Community engagement and dissemination – Participation in local volunteering, cultural events, and community activities is strongly encouraged as part of the mentoring process. These shared experiences help mentees build social connections, improve language and cultural skills, and feel more integrated into their new environment. At the same time, they strengthen the mentor-mentee relationship and promote the visibility of the programme. The mentoring team should support access to such opportunities and foster collaboration with local stakeholders to enhance inclusion and raise awareness about the programme’s impact.

SUPERVISION AND SUPPORTING

To ensure that each mentoring relationship remains aligned with the project's objectives, periodic follow-up and progress reviews should be conducted with programme staff. Regular meetings with the supervision team are highly recommended, ideally on a monthly basis. These meetings offer an opportunity to evaluate the progress of each mentor-mentee pair, recognize achievements, address challenges, and provide targeted guidance as needed.

Additionally, these sessions function as an early warning mechanism to detect and resolve potential issues in a timely manner. To support this process, programme staff should make use of the "Mentor Weekly Diary" (Attachment 9), a key monitoring tool. This diary not only provides continuous insights into the development of each mentoring relationship, but also encourages mentors to reflect on their roles and activities with their mentees. Mentors are expected to submit their diaries to the supervision team on a monthly basis, at least one week prior to the scheduled supervision meeting. This allows the team sufficient time to review the entries and prepare for a meaningful discussion. Outside of these formal meetings, programme staff remain available during working hours to offer prompt support to mentors and mentees as needed and will provide their contact details when the project agreement will be signed.

PHASE ⑤

MONITORING, EVALUATION, AND LEARNING (MEL)

The program will implement a light but purposeful Monitoring, Evaluation, and Learning (MEL) framework to assess the effectiveness of peer mentoring, inform improvements, and amplify participant voices. The MEL process aims to:

- Track mentee progress in key integration areas -employment, housing, and financial independence-.
- Assess mentor and mentee satisfaction with the mentoring relationship and overall program experience.
- Collect insights and reflections to improve the program and explore new directions for future engagement.

MEL TOOLS

“Mentor Weekly Diary” (Attachment 9) – Each mentor will complete a short, structured entry after every meeting, briefly noting the date, activity, themes discussed, and any significant reflections or outcomes. This tool is meant to be practical and easy to implement, while enabling ongoing reflection and tracking.

“Final Individual Integration Plan Assessment Form” (Attachment 12) – At the end of the mentoring cycle, each mentor-mentee pair completes this structured form to review the goals set in the Individual Integration Plan. It records the final status of each objective, key outcomes, challenges faced, and reflections from both mentor and mentee. The tool supports closure of the process and helps the team assess the impact of the mentoring relationship.

Satisfaction Questionnaires (Attachment 10) (Attachment 11) – Completed by both mentors and mentees at the end of the program cycle to evaluate experience, perceived impact, and suggestions for improvement.

Final Group Reflection Session – A final reflection session with mentors to collectively share learnings, challenges, and co-develop ideas for future involvement or community-building.

KEY INDICATORS MONITORED

Mentor Training Completion and Skill Application

- Goal: Ensure mentors are fully prepared to support mentees by completing all required training and effectively applying acquired skills in real mentoring situations.
- Target: At least 85% of selected mentors complete all 5 training modules, and at least 70% report applying learned mentoring, communication, and intercultural skills three months after beginning mentoring (linked to AMIF R.1.6).

Consistency and Frequency of Mentoring Relationships

- Goal: Promote consistent and sustained mentor–mentee interaction that supports trust-building and meaningful guidance throughout the 12-month period.
- Target: At least 75% of mentor–mentee pairs meet at least twice per month in the first quarter, and then continue based on a jointly agreed meeting plan. Meeting frequency is tracked through the "Mentor Weekly Diary" (Attachment 9).

Mentee Progress Toward Integration Goals

- Goal: Facilitate measurable progress in mentees' integration journey through goal setting, structured support, and use of the "Individual Integration Plan" (IIP) (Attachment 8).
- Target: At least 70% of mentees demonstrate progress in at least one area—employment, housing, education, or financial independence—based on their IIP. This includes formal steps like job applications, attending interviews, language course enrolment, or budgeting exercises (linked to AMIF R.2.9, R.2.10, and R.2.8.).

Satisfaction and Perceived Impact

- Goal: Ensure participants feel satisfied with their involvement in the mentoring relationship and perceive it as helpful for their integration and personal development.
- Target: At least 85% of mentors and mentees express positive satisfaction (4 or 5 out of 5) in the final survey and report the relationship as beneficial to their integration (linked to AMIF R.2.9, internally monitored).

Mentor Retention and Active Engagement

- Goal: Maintain high mentor engagement and minimize dropouts through adequate support, supervision, and clear role expectations.

- Target: At least 75% of mentors remain active and engaged throughout the full 12-month mentoring cycle. Engagement is monitored via supervision attendance, diary submission, and mentor–mentee contact logs.

Mentee Participation in Civic Orientation and Rights Awareness Activities

- Goal: Strengthen mentees’ knowledge of their rights and responsibilities in areas such as health, housing, employment, and financial literacy.
- Target: 100% of mentees attend sessions or receive guidance equivalent to civic orientation, as structured through mentoring modules and thematic workshops (linked to AMIF O.2.3.2.).

Personalized Guidance through Mentoring

- Goal: Offer tailored support based on each mentee’s needs, using tools like the IIP and guided mentorship dialogue.
- Target: At least 80% of mentees receive one-to-one personalized professional guidance through structured mentoring (lined to AMIF O.2.3.3).

Community Participation and Inclusion

- Goal: Encourage mentees’ participation in local activities to promote language practice, social connection, and cultural understanding.
- Target: Each mentor–mentee pair participates in at least one community-based activity (e.g., volunteer work, local event, cultural activity) during the mentoring cycle.

Local Stakeholder Involvement

- Goal: Ensure strong collaboration with local/regional authorities and service providers to support project implementation and visibility.
- Target: At least 1 local or regional authority per country is involved as a project beneficiary, collaborator, or support structure. (Linked to AMIF O.2.7)

Monitoring and Adaptive Support

- Goal: Provide continuous support and oversight of mentor–mentee relationships through structured supervision, use of monitoring tools (Attachment 8 and Attachment 9), and adaptive feedback mechanisms.
- Target: Monthly group supervision sessions are held for mentors, and at least 80% of mentors submit the Mentor Weekly Diary (Attachment 9) monthly to reflect on progress and challenges.

4. SUSTAINABILITY AND TRANSFERABILITY



The Peer mentoring Programme is designed to be adaptable and replicable:

- Local authorities and CSOs will be encouraged to adopt the model post-project.
- Mentors will be invited to remain involved as trainers or community leaders during the next phase of the Amir's Project.
- The programme manual and training materials will be made open-access via the project website.

Peer mentoring is not only a tool for integration, but also a form of empowerment, solidarity, and social cohesion – rooted in lived experience, dialogue, and mutual trust. The Peer Mentoring Programme is intentionally designed to be both adaptable and replicable, ensuring its relevance and sustainability beyond the initial project timeline. By encouraging local authorities and civil society organizations (CSOs) to adopt and implement the model in their own contexts, the program aims to embed peer mentoring as a long-term strategy for integration and community development. This collaborative approach not only strengthens local capacity but also fosters a sense of ownership among stakeholders. As the program matures, experienced mentors will be invited to continue their engagement, taking on expanded roles as trainers, facilitators, or community leaders. This transition supports leadership development within the Third National community and reinforces the principle of peer-led support. To facilitate wider adoption and adaptation, the programme manual and training materials will be made openly accessible through the project's website, offering step-by-step guidance and best practices to interested parties. Beyond its practical functions, peer mentoring serves as a powerful vehicle for empowerment, solidarity, and social cohesion.

It is grounded in the lived experiences of those who have navigated the challenges of integration firsthand, and it thrives on open dialogue and mutual trust. Through meaningful peer relationships, participants build confidence, resilience, and a stronger sense of belonging – not only within their immediate circles but across the broader community.

5. TOOLS AND RESOURCES



- [Attachment 1: Flyer Mentor](#)
- [Attachment 2: Flyer Mentee](#)
- [Attachment 3: Mentor Recruitment Questionnaire](#)
- [Attachment 4: Mentee intake Questionnaire](#)
- [Attachment 5: Glossary of the reference's terms](#)
- [Attachment 6: Peer Mentorship Code of Conduct Agreement](#)
- [Attachment 7: Trauma and Vulnerability](#)
- [Attachment 8: Individual Integration Plan \(IIP\)](#)
- [Attachment 9: Mentor Weekly Diary](#)
- [Attachment 10: Mentor Satisfaction Questionnaire](#)
- [Attachment 11: Mentee Satisfaction Questionnaire](#)
- [Attachment 12: Final Individual Integration Plan Assessment Form](#)

PEER MENTORING PROGRAMME

This tool has been implemented in the framework of the project AMIR: A peer Mentoring and capacity building Integration strategy to ensure TCN inclusion at Regional and local level (AMIF-2023-TF2-AG-CALL)

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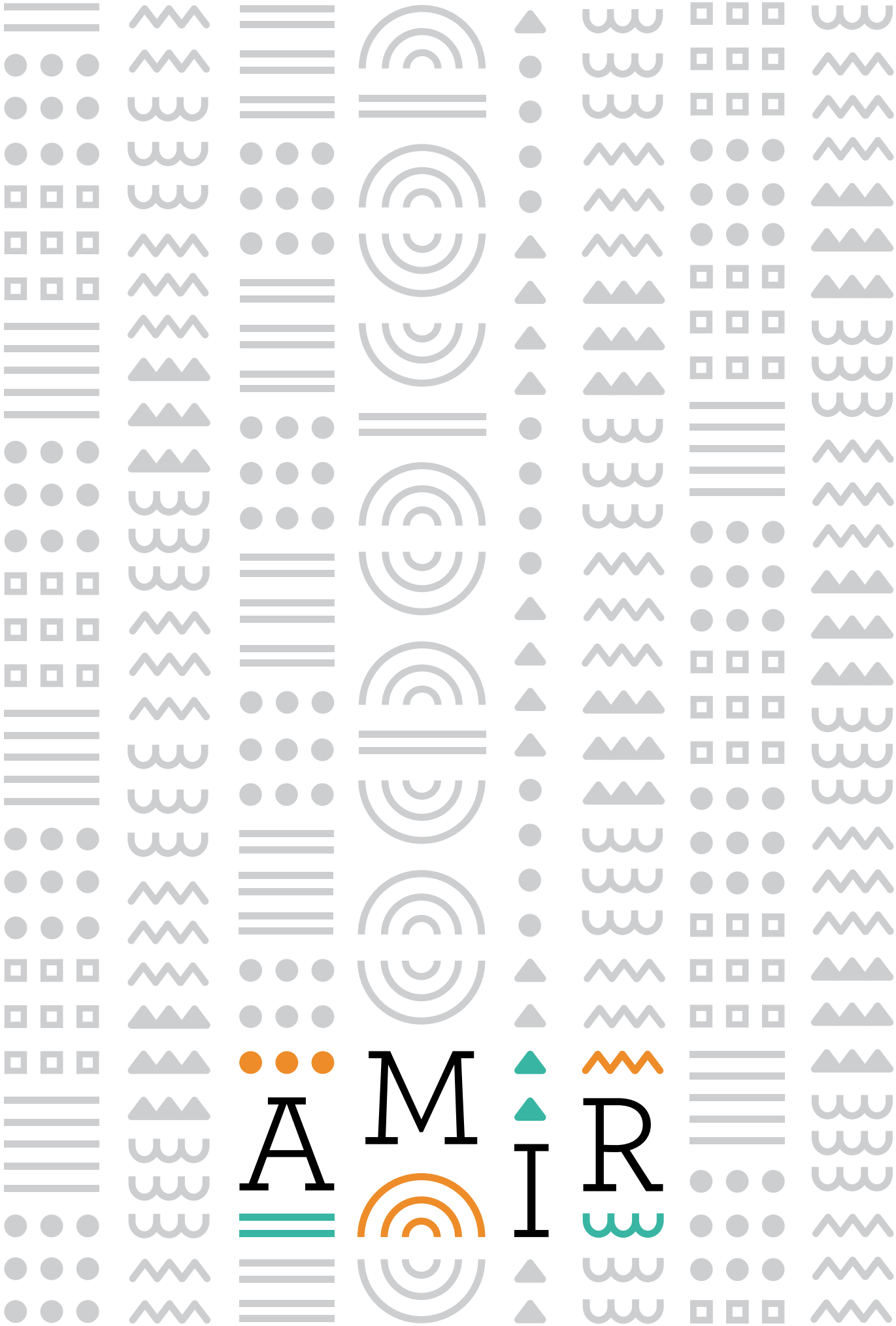
English, Greek, Italian, German, French, Swedish, Spanish, Hungarian

Format

Manual + downloadable templates

Delivery Mode

Personal reading and in-person group training
(with support materials for facilitators)



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