

GUIDELINES: PILOTING MENTORSHIP SCHEMES



Facilitating the integration of resettled refugees
in **Croatia**, **Italy**, **Portugal** and **Spain**

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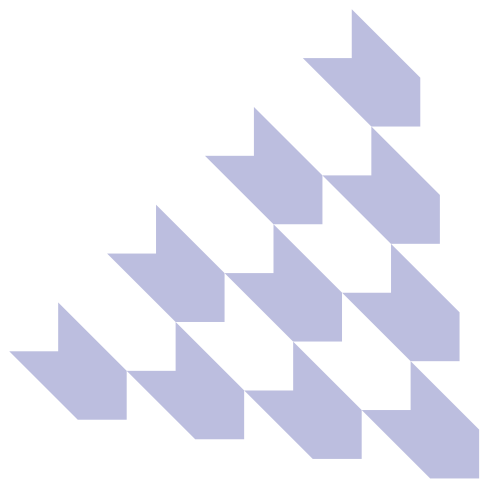


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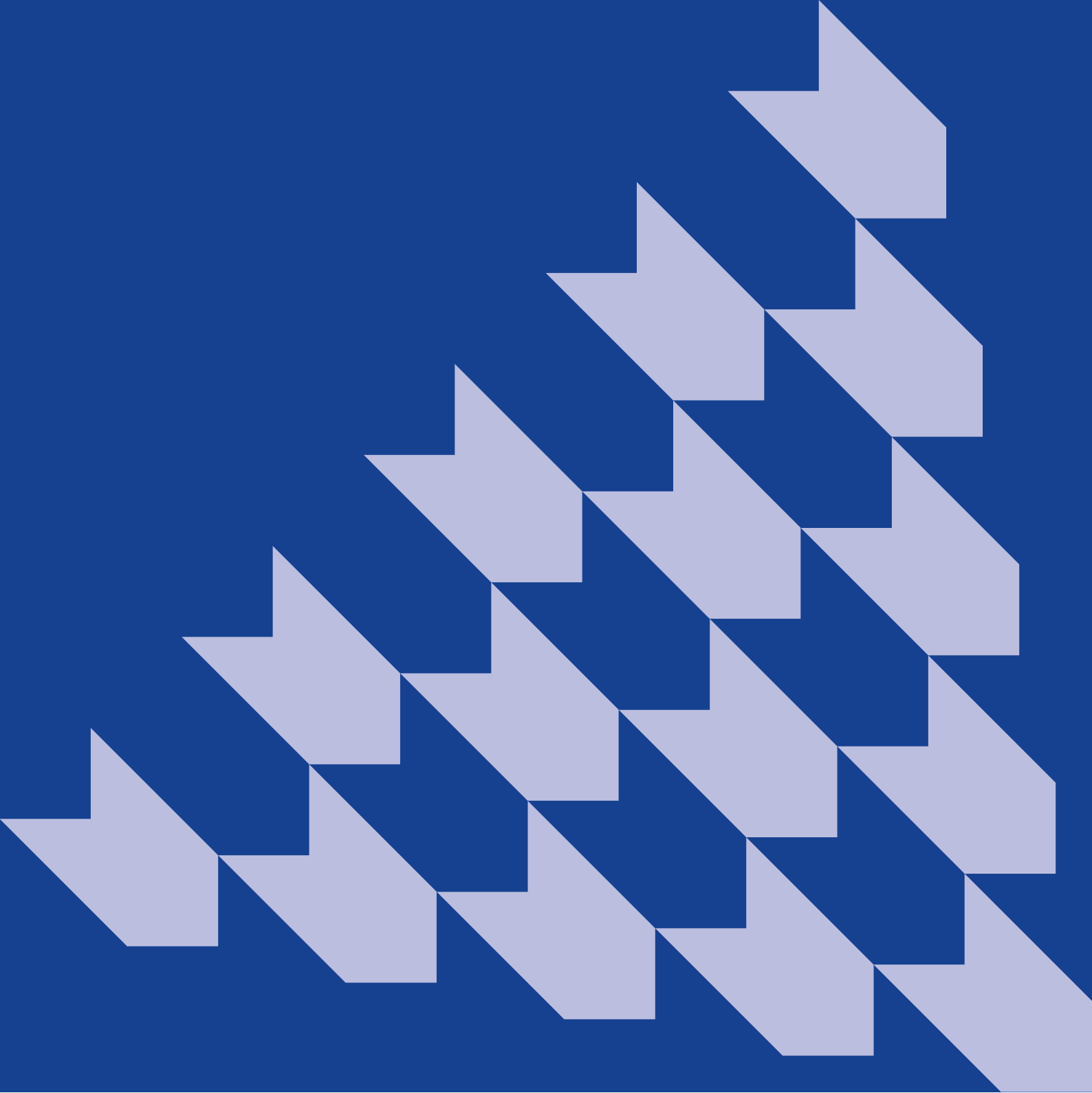
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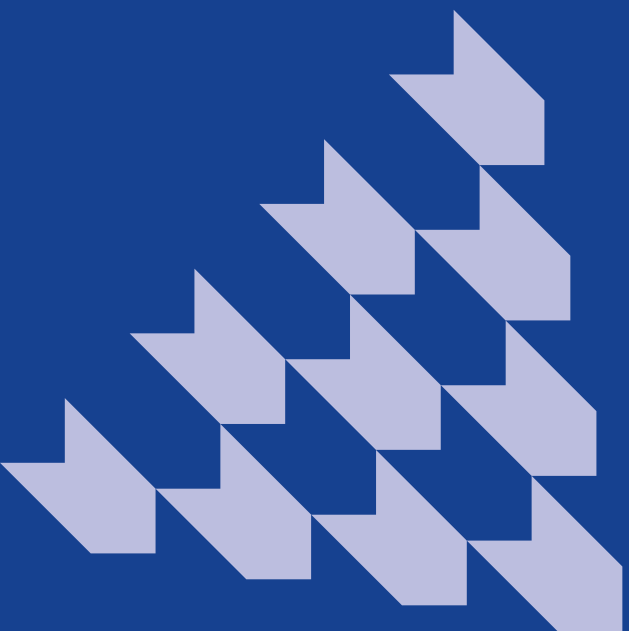


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I. Introduction

AIMS

These guidelines are a practical tool to support those interested in setting up mentorship schemes for resettled refugees to help them settle into their country of resettlement. It is intended for individuals, volunteer groups, associations, municipalities, civil society organizations (CSOs) and others looking for a community-based approach through which the active membership and engagement of communities and broader society contribute to the inclusion and integration of newcomers.

These guidelines were developed in the framework of the COMMIT project,¹ however, they have deliberately been kept as general as possible so that they can inspire other initiatives and be adapted to and used in other contexts.

CONTEXT: REFUGEE RESETTLEMENT

A refugee is “a person who is unable or unwilling to return to their country of origin owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion.”² Individuals and families who are displaced by armed conflicts, violations of human rights, torture, discrimination, persecution and abuse may seek protection and asylum in countries other than their own.

Resettlement is a durable solution for refugees who are unable to return to their country of origin or integrate into a country of first asylum. It involves “the selection and transfer of refugees from a State in which they sought protection to another State which has agreed to admit them with permanent residence status.”³ Resettlement helps countries to meet their international responsibilities towards refugees, and relieves pressure on countries of first asylum, many of which receive disproportionate numbers of refugees. In some contexts, resettlement also allows refugees to aspire to a less precarious life by enabling access to greater social, economic, cultural, political and civil rights.

Resettlement is not new to Europe. However, in recent decades the needs and flows of refugees have changed. Despite COVID-19 outbreak and its impact on resettlement 2020 admissions, in the previous five years EU resettlement initiatives undertaken in collaboration with key countries of origin and first asylum have significantly increased the number of resettled refugees in Europe⁴. UNHCR predicts that resettlement will

RESETTLEMENT
HELPS
COUNTRIES
TO MEET THEIR
INTERNATIONAL
RESPONSIBILITIES
TOWARDS
REFUGEES

¹ “COMMIT - Facilitating the integration of resettled refugees in Croatia, Italy, Portugal and Spain” was implemented between January 2019 and April 2021. The project was funded by the European Commission through the Asylum, Migration and Integration Fund (AMIF) and co-funded and implemented by the International Organization for Migration (IOM), in partnership with the Adecco Foundation for Equal Opportunities, Consorzio Comunitas, and the University for Foreigners of Siena (UNISTRASI).

² UNHCR, 1950.

³ UNHCR. [Information on UNHCR resettlement](#). No date.

⁴ [IOM Resettlement Support up to mid-2021](#)

continue to rise, with projected global resettlement needs in 2022 of 1,473,156 persons, of whom 42% are originally from Syria and 40% from the Africa region.⁵

The COMMIT project, under which these guidelines were developed, aimed to support Europe's resettlement programmes by facilitating the sustainable integration of resettled refugees in the newer resettlement countries of Croatia, Italy, Portugal and Spain. The transnational project ran from January 2019 to April 2021 and focused on:

1. Enhancing Pre-Departure Orientation (PDO) for refugees.
2. Fostering transnational exchange between newer and more experienced resettlement countries.
3. Systematizing community support in receiving communities, including through building the capacities of key stakeholders and piloting community mentorship schemes with specific attention to supporting vulnerable groups.

These guidelines form part of the third set of activities.

Resettlement countries use several measures to support the integration of resettled refugees. These may be provided by public or private entities and funded by the government or private sources, and are normally embedded within local welfare services/systems. Resettled refugees need support in a number of areas, including housing, language learning, vocational training, labour-market integration and access to health and education (among others). They also often encounter challenges linked to linguistic and cultural barriers and unfamiliarity with their new environment, alongside potential issues within individuals, families and groups and in host communities.

Mentors can bolster the services and systems already available. Personalized, individual and continued support from mentors can help resettled refugees overcome challenges and build their own confidence and ability to cope alone.

RESETTLEMENT
COUNTRIES
USE SEVERAL
MEASURES TO
SUPPORT THE
INTEGRATION
OF RESETTLED
REFUGEES

WHAT IS MENTORSHIP?

In the context of resettlement, mentorship is a complementary process aiming to support refugees adapting to and integrating into their new society thanks to advice, guidance and encouragement from a member of that society. Mentorship is strongly linked to local communities and helps both mentors and mentees actively participate in the life of that community, with refugees supported in building a new social and support network. Mentorship relies on volunteering: individuals from the host community offer their free time to engage with refugees.

Despite some common features (including the direct involvement of citizens in the provision of support), mentorship is different from community sponsorship. Community sponsorship programmes enable individuals, groups of individuals or organizations to come together to provide financial, emotional and practical support for the reception

⁵ UNHCR. [Projected Global Resettlement Needs 2022](#). 2021.

and integration of refugees admitted to third countries. These programmes provide a complementary pathway for admission in addition to resettlement.⁶

Mentorship – as it is used here and implemented in the framework of the COMMIT project – aims to support refugees who arrived in a country through a resettlement programme. Mentorship programmes create or use existing volunteer groups in destination communities and put them in contact with refugees prior to and following their arrival in the communities. They complement the institutional support provided by the national reception and integration system.

MENTORSHIP
AIMS TO SUPPORT
REFUGEES WHO
ARRIVED IN
A COUNTRY
THROUGH A
RESETTLEMENT
PROGRAMME

WHAT IS A MENTOR?

These guidelines use the word “mentor” to refer to a volunteer trained and paired with a refugee (or refugees) and “mentee(s)” to refer to the refugee(s). The mentor and mentee meet regularly and undertake activities together.

A mentor is:

- A friend and advisor.
- A facilitator, guide, coach and role model.
- A person with the knowledge or expertise to nurture another person’s interests and life skills.
- A person who is willing to share what they know with no expectation of reciprocation or remuneration.
- A person who understands that mentoring can foster the development of personal skills and employability for both mentees and mentors.
- A person who is open to developing their mentee’s confidence, as well as their creative problem-solving and decision-making skills, by providing new opportunities to learn.
- A person who is a bridge to the local community.⁷

A mentor is **NOT**:

- A substitute for the professional staff responsible for refugees (such as social workers, housing officers, employment liaison, lawyer or psychologists).

There are various forms of mentoring⁸:

- **One-to-one mentorship:** a mentor is paired with a mentee.

A woman living in the host community is paired with a refugee woman. They go shopping together at the local market every Thursday morning. The refugee woman learns how to better communicate in her new language and improves her budgeting skills.

⁶ UNHCR. *Complementary Pathways for Admission of Refugees to Third Countries: Key Considerations*. 2019.

⁷ COMMIT project. *Paths to inclusion: Training for community mentors*. 2021.

⁸ Adapted from IRC. *Refugee Youth Mentoring Factsheet*. No date.

- **Group mentorship:** a mentor is assigned to a group of mentees – such as a family or mentees with common characteristics (e.g. the same age, the same needs, etc.).

A refugee family is paired with a mentor. The husband, wife and oldest son have driving lessons every Wednesday afternoon. They meet their mentor every Friday afternoon to go through the key contents of their Wednesday lesson and practice driving theory using the test book.

A retired teacher is paired with two refugee families. Three of their children are in the same class at the local primary school. The mentor meets the children twice a week at the local library to help them with their homework.

- **Team mentorship:** a group of mentors is assigned to one mentee or a group of mentees.

A group of 15- and 16-year-old boys have been resettled with their families in the same town and school. Three of the local football team coaches play an informal game with once a week. The game is followed by a meal together and an opportunity to talk, ask questions and seek support.

Mentorship is not only about the mentee: mentors also benefit, including by learning about different cultures and ways of living and by being an active part of their community.

MENTORSHIP IN THE RESETTLEMENT PROCESS

At what stage of resettlement does mentorship begin and what is the role of mentors?

Refugees may experience stress and anxiety before they leave, during their journey and immediately on arrival. It can therefore be helpful to facilitate a ‘meeting’ (online or over the phone) between refugees and their mentors prior to their departure. Doing so begins the process of trust-building and helps refugees feel welcomed into their new community.

In-person mentorship begins once refugees have arrived in the country of resettlement, when a new and emotionally charged journey begins. The first months can be very demanding, with a lot to learn and to organize. After an initial period of excitement, refugees may feel tired and overwhelmed, start thinking about what they have left behind and miss their family and friends. However, they are also resilient, with an existing set of experiences on which to build their new life. The extra support provided by mentors over and above specific integration services can be invaluable to individual refugees and build bridges between host communities and newcomers.⁹ This support includes regular meetings and activities. It is vital that both mentors and mentees understand the nature of their relationship (see the Terms of Reference, below): the mentor is *not* a replacement for institutional reception and integration support.

⁹ COMMIT project. *Paths to inclusion: Training for community mentors*. 2021.

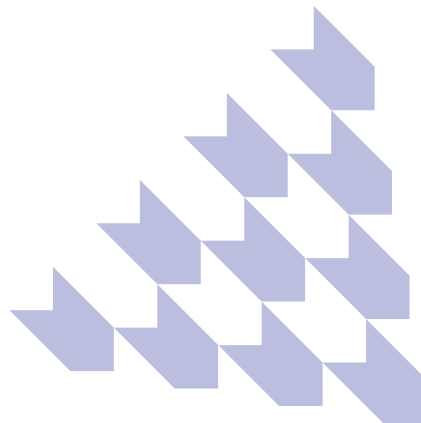
WHO CAN RUN A MENTORSHIP SCHEME?

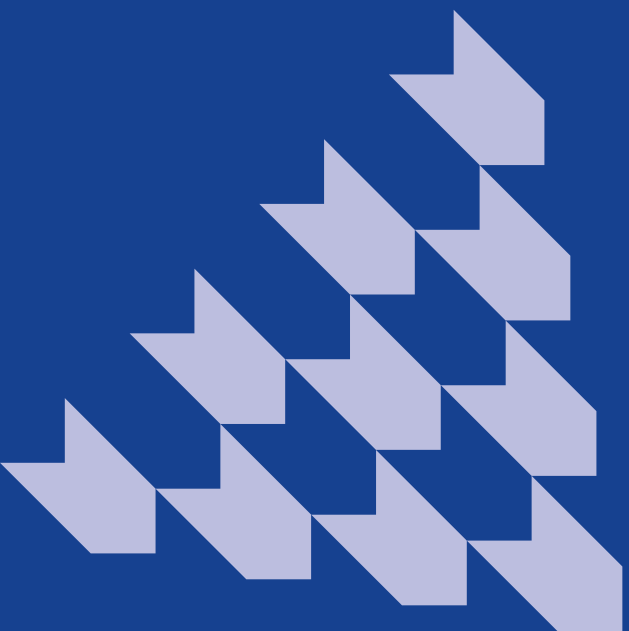
Many different bodies, organizations, programmes and structures can establish and manage a mentorship scheme. They may be a single non-governmental or community organization; a consortium of such organizations; a governmental body; or an international organization. They may already have knowledge and expertise on resettlement and integration support and links with local institutions in areas where refugees are resettled.

These guidelines refer to such bodies as the “mentorship scheme”, a term that encompasses the body itself, the scheme, management and staff. The mentorship scheme is responsible for recruiting volunteers, training them to become mentors, pairing them with refugees, and monitoring their activities, including benefits for mentees.

Whatever the institutional framework, mentorship schemes must have the capacity and relevant mechanisms to support mentors and mentees. This includes formal structures for support, including redress if necessary – such as referral mechanisms to link mentees with support within the national reception and social systems; to link mentees and mentors with psychological support; and to link parties with ombudsmen and legal services.

MANY DIFFERENT BODIES, ORGANIZATIONS, PROGRAMMES AND STRUCTURES CAN ESTABLISH AND MANAGE A MENTORSHIP SCHEME





II. Key steps for establishing a mentorship scheme

These guidelines provide practical guidance on the steps to be taken to establish mentorship schemes, including useful tools. The steps are guided by the following questions:

- What does the mentorship aim to do?
- What existing structures are in place to implement a scheme or serve as the basis for establishing a scheme?
- How can the scheme link to institutional support provided in the framework of the national reception and integration systems?
- Who are the mentees? What are their needs? What are their strengths and potential that can be supported by mentorship?
- Who are the potential mentors? What knowledge and training do they need?
- How (and by whom) will the scheme be monitored?

The flow chart below provides an overview of the steps and key relevant tools. Each of the tools in the guidelines has been designed, developed, piloted and adapted in the framework of the COMMIT project.

Flow chart: Key steps and tools for establishing a mentorship scheme

Awareness campaign	Call for applications	Evaluation of applications/selection	Training of volunteers	Matching	Formalizing the mentor-mentee relationship	Managing the mentor-mentee relationship	Monitoring and evaluation
	Application/ expression of interest form			Matching criteria	Terms of reference (ToR)	Boundaries	Informal monitoring: Promoting self-reflection
					Mentorship agreement and annexes (ToR; Confidentiality Forms; Code of Conduct)	Managing expectations	Formal monitoring: Mentorship Agreement; Integration Plan; questionnaires; direct observation; focus groups.
					Integration plan	Managing conflict	
						Impacts on mentors	

FINDING MENTORS: RUNNING AN AWARENESS CAMPAIGN

The very first step is to identify the locations where refugees will be resettled and where mentors will be needed. The next step is to run a ‘sensitization’ campaign in these locations to raise awareness of the forthcoming arrival of refugees, their needs and the benefits of mentoring and to recruit volunteers. The awareness campaign should introduce and promote the initiative and explain why and how to participate. It should also explain specifically who the mentees will be – resettled refugees (rather than, for example, “migrants”, “immigrants” or “asylum seekers”). In order to maximize the reach of the campaign, it will need to be tailored to the context and target groups in each location/community who may be most interested in joining the mentorship scheme. Ideally, the campaign should include a short leaflet that outlines key aspects of the scheme:

- Purpose of the mentorship
- Who the mentees will be
- Who is and who is not a mentor
- The role of a mentor (including boundaries) and minimum commitment required.

The campaign can be run on a number of different channels, including the traditional (leaflets and posters in physical locations such as schools, libraries, religious establishments and others where targeted groups will see them; print media) and the digital (online and social media channels). Mentorship schemes can also be promoted as part of other community awareness-raising measures in host communities (such as training in schools), or specific outreach meetings could be organized with target groups (such as existing groups/collectives of volunteers).

The campaign should anticipate and address potential concerns, manage expectations and mitigate risks that may hinder the successful implementation of the mentorship scheme. This includes the fact that mentoring support is complementary to institutional/official support and cannot and should not replace it.

MENTORSHIP
SCHEMES
CAN ALSO BE
PROMOTED AS
PART OF OTHER
COMMUNITY
AWARENESS-
RAISING
MEASURES
IN HOST
COMMUNITIES

CALL FOR APPLICATIONS/EXPRESSIONS OF INTEREST

The awareness/sensitization campaign, including the leaflet, should include a call for applications/expressions of interest. This should be accompanied by the [Terms of Reference](#) and clarify the procedure for the selection of volunteers. The call should include or, if online, link to an application form.

The call should include the main characteristics of mentors (this may be context-specific, depending on the needs of resettled refugees and the host community), and make clear that every mentor will have to commit to a minimum amount of time and to attend compulsory training prior to being paired with a mentee.

Volunteers will then need to complete a form providing all of the information that will be needed for the selection of mentors and for the matching of specific mentors with specific refugees. The mentorship scheme will need to establish a database or other system to catalogue and select volunteers using objective criteria (see below).

A draft [cover page](#)/call for applications and mentor application/expression of interest form can be found below.

Call for applications/expressions of interest

Thank you for expressing interest in becoming a mentor!

The first step is to read the Terms of Reference for Mentors (see [XXX]) to make sure you know in detail what will be involved.

We are looking for people who:

- *[Complete with specific requirements of the mentorship scheme]*

And who, in the best interest of the refugee(s):

- Can commit to a minimum time [XXX]
- Can commit to participating in a training course to help them understand and undertake their role.

If you are still interested, please complete the following form.

We will use the information you provide to assess whether you are a good fit for the scheme and the refugees who will be coming to live in our community.

If you are selected, we will also use this information to match you to a mentee/group of mentees.

If you are not selected as a mentor, please note that this is not a reflection on you as a person – we are looking for specific skills and experience to help people settle into our community. Please let us know if you are willing to help in another way.

We will get back to you as soon as possible.

Thank you very much!

Mentor application/expression of interest form

Personal information:

Name and surname

Contact details

Sex

Email

Date of Birth

Telephone

Nationality/ nationalities

Address

Language skills

Mother tongue

Other languages and level of fluency

Previous experience with refugees and/or migrants

Please provide example(s)

Previous/current activity(ies) within the community

Are you actively engaged in your community? If so, how?

Mentoring

What do you think mentorship is?

What do you think mentorship is not?

Do you anticipate any challenges in mentoring? If so, what?

Motivation

Why do you want to be a mentor?

What kind of support do you think you can provide?

What areas/activities would you like to mentor in?

Are there any areas/activities you would NOT like to mentor in?

Commitment and availability

What is your availability (total hours per week/period and when)?

Would you be willing to mentor more than one refugee (separately or in a group)?

Would you be willing to mentor a group/family of refugees alongside other mentors?

Would you be willing to support the mentorship scheme in another way (i.e. not as a mentor)?

Do you consent to the collection and processing of personal data?

I agree [add reference to the relevant legislative framework]

Date and signature

EVALUATION AND SELECTION OF VOLUNTEERS

Although mentorship schemes depend on volunteers, not all volunteers are suitable. They may be able to support the scheme in other ways (such as through the awareness campaign). The following criteria are grounds for rejecting applications:

- Individuals who cannot commit to the minimum amount of time required should not be selected.
- Individuals who live outside the area/community where refugees are to be resettled and have no links to that area/community.

Although it is difficult to evaluate, motivation is another key aspect. Beyond public recognition and the “feeling of doing something good”, it is important to determine whether the volunteer is motivated to engage in activities that improve their mentee’s ability to integrate into their new community, as well as to report on a regular basis to the mentorship scheme. Would-be mentors should clearly express their motivations in the application form and already have some understanding of the boundaries to mentorship (please see below). Such motivation should be monitored and assessed throughout, and not merely at the selection stage.

Do no harm: While most volunteers are trustworthy and open citizens, there are a certain number of checks that will need to be undertaken. All those who will be working with adolescents (and/or children) will need to be screened using the national child protection services. It is also a good idea to undertake criminal background checks: while previous criminal convictions are not necessarily a barrier to mentoring, mentors should not have been convicted of a sexual offense.

IT IS IMPORTANT TO DETERMINE WHETHER THE VOLUNTEER IS MOTIVATED TO ENGAGE IN ACTIVITIES THAT IMPROVE THEIR MENTEE’S ABILITY

TRAINING

Volunteers who have been selected to become mentors must participate in compulsory training, provided by the mentorship programme. The COMMIT project produced a manual specifically for the training of mentors for resettled refugees: [Paths to inclusion: Training for community mentors](#) (2021).

The training sessions covered in this manual prepare volunteers to successfully engage with and mentor refugees. They help mentors to facilitate the process of integration for their mentee(s), including through practical support and by enabling them to create and/or participate in social and support networks. The training sessions provide participants with knowledge, tools and skills to help build their relationship with their mentee(s). Specific content includes:

- Understanding forced migration; what a refugee is; and the rights and responsibilities of refugees in the country of resettlement
- Acquiring knowledge about the country and culture of origin of the mentee
- The resettlement process, including life and conditions in the country of first asylum, and the specific needs of refugees

- The reception system and integration support provided to resettled refugees within the national system, with a specific focus on the team(s) of professionals working with resettled refugees. This will help mentors understand how their role in providing complementary support fits with the system and the links they can make with that system, and prevent them from overstepping boundaries
- How the mentorship scheme should work: the role, skills and abilities of a mentor; how to build a constructive relationship with the mentee(s); and how to become a “bridge” between mentees and host communities.
- Developing/reinforcing intercultural communication skills to bolster a positive relationship between mentors and mentees
- Practical tips for conflict resolution and stress management.

The information included in the application/expression of interest forms submitted can be used to identify specific training needs for a group of mentors and to tailor activities and content. These should also be tailored to the national/local context. The training modules should be complemented as necessary with other materials developed in the framework of the COMMIT project: [gender mainstreaming](#); [young people](#); [mental health and psychosocial support](#); and [labour-market integration](#).

MATCHING

Once the volunteers have been trained, they are ready to be matched with refugees. In order to maximize positive outcomes, this should take place before the refugees arrive in the country of resettlement. This will enable the mentors and mentees to meet virtually prior to the mentee’s departure and start to get to know each other and build trust and a relationship. Knowing an individual is awaiting their arrival can help the mentee to feel welcome in their new community and to manage the stress they may feel about beginning a new life in a place they do not know, and ease the impact with a new culture.

ONCE THE
VOLUNTEERS
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MATCHED WITH
REFUGEES

The matching phase is crucial to the success of the mentor-mentee relationship. However, it can be a complex exercise, particularly as it is conducted prior to meeting the refugees in person. A number of [criteria](#) are suggested below to guide the process, alongside relevant sources of information. On the mentor’s side, much of the required information on type and duration of commitment, skills and abilities has already been collected through the application/expression of interest form. Mentorship scheme staff may also have been able to identify additional information about a mentor’s personality, skills and experience during the training sessions. It may also be useful to ask both mentors and mentees to complete a self-evaluation to identify personal qualities and preferences that will contribute to the matching process.

Self-evaluation: What are you like?

What do you do for fun?

Do you like big busy groups of people? Or do you like to be quiet?

What makes you feel good?

What makes you feel bad?

Matching criteria

Criterion	Supporting tools/references/strategies
Geographical proximity	Liaison with reception authorities (mentee) Application form/expression of interest (mentor)
Mentor's active participation in the community	Application form/expression of interest (mentor)
Background <ul style="list-style-type: none"> a. Same or similar ethnic, cultural, and/or linguistic background b. Mentee's level of knowledge of the language of the resettlement country c. Mentee's/mentor's language skills in a vehicular language, especially upon arrival and if the mentee is not yet proficient in the language of the resettlement country (if there are no volunteers with the same or linguistic background) 	Social intake form ¹⁰ (mentee) Application form/expression of interest (mentor) See also: Paths to inclusion: Training for community mentors (Intercultural Communication).
Cultural competence (Mentor's knowledge of refugee's culture and ability to empathize with their experience)	Application form/expression of interest (mentor) See also: Paths to inclusion: Training for community mentors .
Sex	Social intake form (mentee) Application form/expression of interest (mentor) See also: Mainstreaming gender in pre-departure orientation sessions .
Mentee's needs and expectations Mentor's specific skills and/or field of specific interest/experience	Social intake form (mentee) Liaison with reception authorities (mentee) Application form/expression of interest (mentor)
Temperament and personal traits	Self-evaluation (mentee and mentor)

¹⁰ The social intake form aims to collect background information from refugees prior to their departure. Once completed, it is shared with the hosting institution in the resettlement country to tailor the reception and integration support provided to refugees upon their resettlement. The form consists of a set of open questions on education, previous work experience, knowledge of languages, basic use of technology.

FORMALIZING THE RELATIONSHIP BETWEEN MENTORS AND MENTEES

It is important that each mentor has a clear understanding of, and guidelines on, what can or cannot be done, and of their reporting responsibilities to the mentorship scheme. These are provided during training and are also enshrined in the [Terms of Reference](#) for mentors. These should be signed by the mentor and the mentorship scheme and attached to the [Mentorship Agreement](#).

If funds are available for mentorship activities, the TOR should include references to the amount (reimbursement ceiling), allowable uses of these funds and mechanisms for reimbursement. Such funds should only be used for mentorship activities and disbursed on behalf of the mentee and mentor. Reimbursable costs might include transport costs (e.g. a bus ticket for the mentor if accompanying the mentee to a job interview), refreshment costs (e.g. for coffees during a language practice session) or entrance tickets (e.g. to a museum or other cultural institution). Such funds should NOT be used to provide material goods or given as cash gifts to mentees, as doing so can compromise the mentoring relationship, blur boundaries and alter power dynamics within the relationship.

Terms of Reference for Mentors

Mentor: a member of a community volunteering to support (“mentor”) a refugee resettled in that community (“mentee”)

Mentee: a refugee resettled in a community agreeing to accept support (“mentorship”) from a member of that community (“mentor”)

Mentorship: A relationship that supports a refugee’s integration into their new community through the provision of advice, support, guidance and encouragement from one or more members of that community. Mentorship can be a key part of a refugee’s journey towards empowerment, self-reliance and integration. It can also be extremely beneficial for the mentor.

Mentorship relies on both *volunteering* and *voluntariness*. The mentor is a volunteer who decides to dedicate some of their free time to mentoring. Both mentors and mentees voluntarily agree to start and continue the mentorship.

At the same time, mentorship is a structured relationship with planned activities that the mentor and mentee will undertake together. It is formalized through a Mentorship Agreement; supported by an Integration Plan; and monitored by the mentorship scheme.

Mentorship is intended as additional and complementary support to that provided by reception and integration staff in the framework of the national reception and integration system. The mentor cannot substitute for any professional assisting the mentee.

Primary objectives of mentorship for resettled refugees

- Learning the local language
- Building a social network: the mentor should act as a “bridge” between the mentee and the wider community
- Contributing to the mentee’s empowerment
- Other concrete measures to help the mentee integrate into the community.

The mentor’s responsibilities

a. When getting involved in the scheme

- To attend the compulsory training(s) that are offered to volunteers participating in the scheme and learn about intercultural communication
- To guarantee the minimum commitment of time required when signing up for participating in the mentorship scheme.

b. Towards the mentee

- To adhere to the [Code of Conduct](#).
- To respect the mentee's privacy and confidentiality.
- To behave as a friend and an ally: mentor is there to actively listen and to encourage the mentee.¹¹
- To set and maintain appropriate boundaries.¹² The mentor is an advisor and a friend, not a resource for mentees.
- To commit their time to facilitating their mentee's participation in the life of the community.¹³
- To be reliable: to respect time commitments, attend scheduled meetings and give advance notice if unable to do so.
- To respect the rules of the mentorship scheme and the mentoring relationship and encourage the mentee to do the same.
- To help the mentee learn the language of the host community and practice it in daily life.¹⁴

To remember:

- The mentor is NOT a substitute for professionals/caseworkers
- The mentor should NOT provide material support but rather an investment in terms of their time.
- The mentor's beliefs, culture and experience are NOT the sole/standard model. The mentor must be prepared for not always sharing the same values and opinions as their mentee, who has their own experiences, beliefs and culture.

c. Towards the mentorship scheme:

- To be responsive and responsible: to adhere to the Integration Plan agreed with the mentee, the TOR and Mentorship Agreement and to submit any documentation required by the organization within the deadline given, including for any expenses disbursed on their behalf.

Maximum amount of funds expendable per activity/time period

.....
Allowable use of funds

.....
Reimbursement mechanism

- To report regularly on the mentorship according to the scheme's procedures and to participate proactively in monitoring and evaluation.

d. Towards themselves:

- To ensure they implement self-care measures and maintain appropriate boundaries in the relationship with the mentee.
- To report to the mentorship scheme any possible concerns about self-care or boundaries and/or request help from the scheme if necessary.
- To report immediately any threat or risk to themselves, their mentee or others.
- To reflect and self-evaluate throughout the relationship with the mentee and take action as needed.

¹¹ COMMIT project, PATHS TO INCLUSION: Training for community mentors (2021), paragraph 3.4 *Active listening*.
¹² COMMIT project, PATHS TO INCLUSION: Training for community mentors (2021), paragraph 4.1.2 *Boundaries*.
¹³ COMMIT project, PATHS TO INCLUSION: Training for community mentors (2021), paragraph 3.5 *How to facilitate participation*.
¹⁴ COMMIT project, PATHS TO INCLUSION: Training for community mentors (2021), paragraph 3.3.1 *Practising language: Conversations and conversational spaces*.

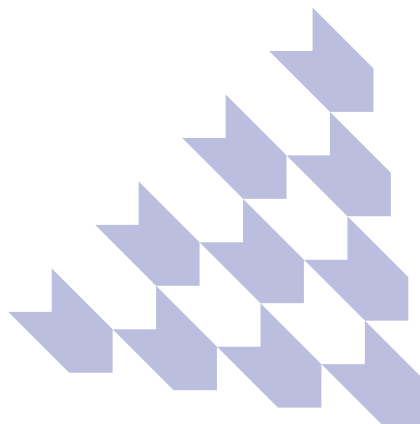
Mentorship Agreement and annexes

The Mentorship Agreement formalizes the relationship between the mentor and the mentee. It should be prepared individually through discussion between each mentor and mentee and include at a minimum:

- **Clear expectations** about what the mentor and mentee will do and not do together; the required boundaries of the relationship (on both sides); and the mutual nature of the relationship.
- **Guidelines on clear, open and honest communication**, with agreement between the parties to commit to such communication, and outlining the channels to be used and not used (e.g. in-person meetings, phone calls, WhatsApp, social networks etc.).
- **Goals and deadlines for the mentee**, including what the mentee wants to achieve through the mentorship and an agreed timeline. This will help provide structure for the mentorship and ensure it is useful.

A template for the Mentorship Agreement can be found below. Like the other tools in these Guidelines, it is designed for a one-to-one mentorship and will need to be adapted to group or team mentorships by adding categories as necessary. In order to ensure that both the mentor and the mentee fully understand the contents of the agreement (and the boundaries of their relationship), the agreement should be made available in writing and in a language that the mentee understands (ideally their mother tongue) as well as in the language of the mentor.

If the mentorship agreement needs to be altered (e.g. if activities will change), this will need agreement between the parties and the mentorship scheme.



Mentorship Agreement

Type of mentorship: One-to-one mentorship Group mentorship Team mentorship				
NAME: MENTOR(S)		NAME: MENTEE(S)		
CONTACT INFORMATION: MENTOR(S)		CONTACT INFORMATION: MENTEE(S)		
Preferred method of mentor-mentee communication				
We hereby confirm that we voluntarily agree to enter into a mentorship as outlined below. We commit to spending the following time together, for the following period, engaging in the following activities.				
Duration of mentorship				
Frequency of meetings				
Purpose(s) of mentorship				
What are our objectives?	What will we do to achieve our objective?	Start and end dates	Do we expect any challenges?	How will we measure the achievement of the objectives?
<i>E.g. to learn the language, to develop specific skills, to improve knowledge on a specific topic, to improve personal networks, etc.]</i>	<i>[Actions/ activities]</i>			<i>[E.g. pass a language test.]</i>
Under no circumstances will this mentoring relationship influence or affect the support provided by the national reception system. Mentorship is a complementary form of support and cannot replace official assistance. The mentorship will be monitored by <i>[the organization promoting and managing the scheme]</i> . We commit to participating in any monitoring required, including any regular reporting obligations. We commit to ensuring that our relationship is based on mutual respect, honesty and trust. We understand that no forms of harassment, discrimination and violence will be allowed in any circumstances.				
SIGNATURE: MENTOR(S)		SIGNATURE: MENTEE(S)		

The Mentorship Agreement should include the following annexes:

1. *Terms of reference*

2. *Confidentiality forms*

The success of the mentor-mentee relationship is based on the creation of a strong bond of trust. During the process of actively listening to mentees and providing advice and support, a mentor may learn about their mentee's health issues, finances, past traumatic experiences, and other sensitive and personal information. The mentor may also share information with the mentee that they wish to remain confidential. Confidentiality and safeguarding considerations therefore need to be addressed very carefully.¹⁵ In order to ensure that the mentee understands, the forms should be drafted in the mentee's native language and discussed fully in that language, as necessary. They should also be made available in writing.¹⁶

THE MENTOR
MAY ALSO SHARE
INFORMATION
WITH THE
MENTEE THAT
THEY WISH
TO REMAIN
CONFIDENTIAL

Confidentiality forms are needed for both the mentorship scheme/mentee relationship and the mentor/mentee relationship. They should be designed according to the institutional regulations of the mentorship scheme; national and organization data protection obligations and principles; and the type of mentorship (individual/group/team). They should cover the need for all parties to keep information disclosed during the mentorship private, and prohibit them from sharing any personal information with any third party unless permission is expressly granted. They should be signed by the mentor(s), mentee(s) and representative of the mentorship scheme. Particular provisions may be needed for team/group mentorships to ensure information shared during activities is not shared outside these activities (between mentors; between mentees; and between individual mentors and mentees within the group/team).

The forms should also outline the *exceptions to/limits* of the confidentiality agreement:

- Any information relating to the mentee that can be shared by the mentorship scheme with mentors
- Any information the mentor(s) and mentee(s) can share with the mentorship scheme (including for monitoring and evaluation purposes)
- Exceptions relating to imminent danger of harm to the mentee (from others or themselves) or of the mentee harming others.

Particular attention needs to be paid to the balance between confidentiality and reporting where mentoring programmes serve particularly vulnerable sub-groups of resettled refugees, such as young people and women. Certain situations must be reported to the mentorship scheme: these include any circumstances that endanger the life or well-being of the mentee or others (such as child abuse, neglect, domestic or other violence or sexual harassment). This is the case both when mentors have suspicions and when mentees confide in their mentors.

The mentorship scheme must make these limits clear to both mentors and mentees. There should also be clear guidelines on what mentors are expected to do if such issues arise and what help the mentorship scheme can provide to both mentee(s) and mentor(s). This may help to reduce the extent to which mentees

¹⁵ COMMIT project. Paths to inclusion: Training for community mentors. 2021.

¹⁶ COMMIT project. Paths to inclusion: Training for community mentors. 2021

feel betrayed if mentors pass on information. If a mentor is not sure about the limits of confidentiality, they should seek advice from the mentorship scheme.¹⁷ These limits could be reiterated in the code of conduct (see below).

3. Code of conduct

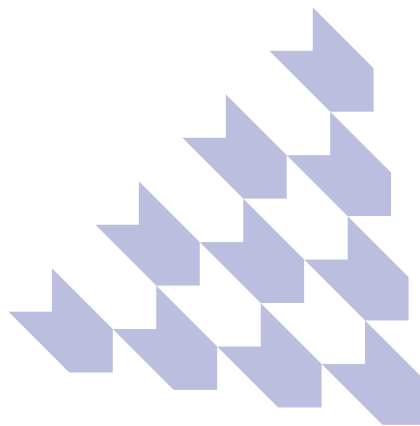
Mutual respect – including for diversity and the tenet of confidentiality – are key aspects of the relationship between mentor(s) and mentee(s). All those engaging in the implementation of mentorship schemes should commit to protection mainstreaming and the principle of do-no-harm. This includes mentees, who are not passive recipients of ‘assistance’ and should be made aware of the rules their mentor and the mentorship scheme are bound to follow.

It is recommended that before their first meeting with a mentee or mentees, all mentors should receive training on sexual misconduct – such as the Interagency Standing Committee learning package on protection from sexual exploitation and abuse, “[Saying no to sexual misconduct](#)”. The training should introduce the issues, including prevention of and response to both sexual exploitation and abuse and sexual harassment; the range of measures to combat sexual exploitation and abuse; the impacts on survivors of sexual exploitation and abuse; and the consequences for those who commit sexual exploitation and abuse.

Reminder: Mentors are not part of the official resettlement, reception and integration infrastructure nor professionals. They should be reminded that, in case of specific concerns or should a specific need arise, they should consult the mentorship scheme, which can refer mentees to the appropriate services, if needed.

Below is a suggested code of conduct for mentors (and all involved in a mentorship scheme).

ALL THOSE ENGAGING IN THE IMPLEMENTATION OF MENTORSHIP SCHEMES SHOULD COMMIT TO PROTECTION MAINSTREAMING AND THE PRINCIPLE OF DO-NO-HARM



¹⁷ COMMIT project. Paths to inclusion: Training for community mentors. 2021.

Code of conduct

PROTECTION AND DO NO HARM

Services should be delivered according to needs and in ways that

- avoid any unintended negative effects (do no harm)
- prioritize safety and dignity
- are grounded on participation and empowerment of local capacities
- and hold the involved actors accountable toward the individuals involved.¹⁸

DO	DON'T
<ul style="list-style-type: none"> • Respect differences in culture, traditions, religion, faith and belief. • Adhere to the rules of confidentiality. • Undertake any training or other learning required by the mentorship scheme relating to protection, do no harm, sexual and gender-based violence and other forms of sexual misconduct. • Report the mentorship scheme any potential risk to the mentee's life or physical or mental well-being, or any such risk (known or suspected) to a child, spouse or other family member. • Bear in mind the potential protection concerns involved in working with potentially vulnerably mentees. 	<ul style="list-style-type: none"> • Use alcohol and/or illicit substances during the activities with mentors. • Engage in any sexual activity – of any kind – with the mentee, even if it is consensual and between adults. • Accept any request beyond the scope/ purpose(s) of mentorship. Discuss any such request with the mentorship scheme. • Publish any information relating to the mentorship and individuals involved, or cause or allow such information to be published, on social media or other online fora or in the written press, without express and written approval from the mentee and the mentorship scheme.

The mentorship scheme must enforce this code and standards of conduct and establish adequate mechanisms for accountability and for reporting and investigating sexual exploitation and abuse and sexual harassment.

Integration Plan

The integration plan is based on the objectives of the mentorship as outlined in the Mentorship Agreement and should be co-designed and agreed by the mentor(s) and mentee(s). It can be used to outline in detail the activities mentor(s) and mentee(s) intend to carry out together in order to achieve the objectives; to keep track of these activities; and to record progress and any obstacles encountered.

It can be organized in the form of a Gantt chart (see below). Ideally, this table (or alternative format) should be available online and completed every time the mentor(s) and mentee(s) meet. It should be accessible to the mentorship scheme, that can then provide inputs and suggestions for activities and adjustments.

¹⁸ IOM. 2016. *Guidance Note on how to mainstream protection across IOM crisis response (or the Migration Crisis Operational Framework sectors of assistance)*. IN/232.

Activity Time	Activity 1		Activity 2		Activity 3	
	Mentor	Mentee	Mentor	Mentee	Mentor	Mentee
Week 1	<p><i>Objective: Learn to drive</i></p> <p><i>Activity: Use the Driving Code to learn and prepare for the driving theory test</i></p>					
	<p><i>Helped the mentee to understand traffic signs and did some exercises. Mentee did not remember the danger signs.</i></p> <p><i>(1 hour 30 minutes)</i></p>	<p><i>Went over the traffic signs. Did not understand. Mentor helped me go over them again.</i></p>				
Suggestions from mentorship scheme	<p><i>Well done! For the next meeting you could begin with the danger signs and do specific exercises on them.</i></p>					
Week 2	<p><i>For the first 15 minutes we reviewed the danger signs, then we did some exercises. The mentee only made 2 mistakes out of 25 questions. Because it was good weather, we took a walk, stopping at signals and discussing driving rules (and different driving approaches in our respective countries!)</i></p> <p><i>(1 hour 45 minutes)</i></p>					
Suggestions from mentorship scheme						

THE RELATIONSHIP BETWEEN MENTORS AND MENTEES: SOME PRACTICAL SUGGESTIONS

Boundaries

Setting clear boundaries is essential to a successful mentorship. The role of mentors (defined in the [Terms of Reference](#)) needs to be clear from the start, and it is important to differentiate this role from that of official resettlement, reception and integration staff members so as to ensure that mentees have realistic expectations of what a mentor can – and cannot – do for them.¹⁹

Boundaries should be clearly described and enforced by the mentorship scheme as part of its role to formalize and structure the mentoring relationship. However, mentors also have some freedom to set their own boundaries in terms of emotional and time limits on the relationship. These should be clearly indicated in the [Mentorship Agreement](#) and can include:

- Choosing how much time they want to spend with the mentee. Although mentors have a minimum time commitment, they do not have a maximum, and they can choose how to structure their time (e.g. agreeing to flexible times or meeting only at certain times) and how to deal with last-minute requests.
- Where meetings with the mentee can be carried out (e.g. in public places – which may have cost implications, although spending money is not required – or at the mentor’s home, which may have implications for both mentor and mentee in terms of comfort with the level of engagement and with any differences between their homes). The mentorship scheme could also provide spaces where mentor and mentee can meet.
- The best way for the mentee to contact the mentor and vice versa (e.g. by phone, email or messaging; which phone numbers to provide; which days and times are acceptable for mentees to call).²⁰

Mentors should also not be afraid to say “no”, and there are a number of situations in which the mentor can and should refuse a request from the mentee.²¹ While this may be difficult both at the beginning and as a relationship begins to develop, it is important for both parties: to protect the mentor and to support the mentee’s progress.

Managing expectations

Just as mentees can have unrealistic expectations of their relationship with their mentor(s), so can mentors. They may have extremely high expectations about what they can achieve within the mentorship, or about their relationship with their mentee(s). They may expect to become great friends with the mentee, or that the mentee will always be enthusiastic and engaged in activities. Training and other preparation for mentors should

¹⁹ COMMIT project. Paths to inclusion: Training for community mentors. 2021.

²⁰ COMMIT project. Paths to inclusion: Training for community mentors. 2021.

²¹ COMMIT project. Paths to inclusion: Training for community mentors. 2021.

include the management of such expectations, as well as strategies that mentors can adopt in the development of their relationship with mentees. The mentorship scheme should encourage each mentor to:

- Be aware of and reflect on the mentorship and their expectations²²
- Be aware that mentees – like everyone – may have a bad day, or many bad days and that they may be experiencing a roller-coaster of emotions and feelings, including culture shock
- Be aware that not every situation or problem can be solved by mentors
- Maintain open and regular communication with mentees to set boundaries and manage expectations, from the start of the mentorship.

Managing conflict

Any activity involving contact and interactions between people can create misunderstandings and conflict. Building a relationship may not be easy. Mentorship exposes both mentors and mentees to differences in cultures, values, traditions and beliefs; they also have different life experiences and different ways to cope with them. Culture shock on the part of mentees can also play a role. All of these factors can contribute to conflict within the mentorship arrangement, particularly in group or team context, when the involvement of several people and several interpersonal dynamics can exacerbate the risk of misunderstandings and conflict – not only between mentor(s) and mentee(s), but also between mentors and between mentees.

However, if clear boundaries are set, the expectations of both mentors and mentees are managed, and the mentorship scheme conducts ongoing monitoring and intervenes as needed, the risk of conflict should be reduced.

As mentorship is based on communication and specifically intercultural communication, the training for mentors should cover related content, including tips on how to create respectful relationships and handle difficult conversations. The training should also include discussions of and techniques for conflict management and resolution for both individuals and groups, with concrete examples, role plays, group discussions etc.²³ This will help to reduce tensions, prevent conflicts and improve relationships.

The mentorship scheme should also provide concrete tools for reflecting on and dealing with any misunderstandings, miscommunication and/or conflict that may arise (including those relating to the scheme itself). Examples are provided below.

MENTORSHIP
EXPOSES BOTH
MENTORS AND
MENTEES TO
DIFFERENCES
IN CULTURES,
VALUES,
TRADITIONS AND
BELIEFS

²² COMMIT project. Paths to inclusion: Training for community mentors. 2021. 4.2 *Mentor self-reflection*.

²³ COMMIT project. Paths to inclusion: Training for community mentors. 2021.

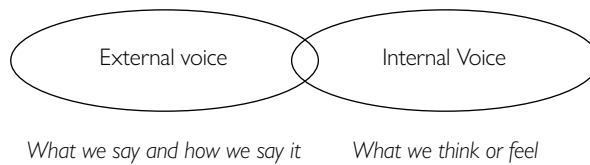
How to handle difficult conversations²⁴

This exercise can be conducted by the mentor and mentee separately and/or together, and with the support of the mentorship scheme.

What is a difficult conversation? Any situation in which the needs, wants, opinions or perceptions of the involved parties are different, contrasting or conflicting, and in which strong feelings and or emotions are aroused.

Remember: difficult conversations are a natural part of our lives. We have them because we care.

During difficult conversations, there may be a disconnect or 'gap' between our external voice and our internal voice. The external voice is what we actually say and how we say it. The internal voice determines how we perceive a conversation: the wider the gap between the internal and external voice, the more we will perceive the conversation as difficult.



Gaps can be contagious, and frustration and anxiety can leak out in non-verbal behaviours. It is important to work on identifying these gaps and addressing the different opinions and contrasting feelings that create them. Transparency is key: Talk about the gaps, don't hide them, and build trust.

How?

Practice self-reflection

Ask yourself	Do difficult conversations make me uncomfortable? How do I respond to situations that make me uncomfortable? <ul style="list-style-type: none"> • I am sure I am right; I need to persuade other people of my point of view • I need to explain myself and my intentions – and I get worried if I can't • I blame other people and need to identify who is responsible
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Practice responding to conflict and staying calm when having a difficult conversation

Moving forward	Why do we think differently about what is happening? <ul style="list-style-type: none"> • Be willing to listen Focus on the impact, not on the intention – what is happening? <ul style="list-style-type: none"> • Be willing to observe without judgement Move towards joint responsibility <ul style="list-style-type: none"> • How have I contributed to the difficulties?
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²⁴ Reworked from IOM, The Office of the Ombudsman, How to have a difficult conversation, 2021.

<i>Practice the direct approach: talk about your concerns with the people involved and try to reduce the gap between internal and external voice.</i>	
How?	<p>Make it comfortable to talk</p> <ul style="list-style-type: none"> • Emphasize mutual goals (e.g. protecting the relationship; the objectives of the mentorship) <p>Embrace differing views</p> <ul style="list-style-type: none"> • Sometimes it is not about being right or wrong. Different views can help us see more options and find better solutions <p>Listen!</p> <p>Pay attention to your assumptions and separate them from impacts:</p> <ul style="list-style-type: none"> • An assumption is just a guess. Don't let feelings based on assumptions guide your behavior. Focus on the impact: what is happening? What can we do to change it? What can we do to prevent it from happening again?

When a conflict happens: Three key steps²⁵

A guided reflection on a conflict situation, with support from the mentorship scheme	
<p>The mentorship scheme should guide the conversation, encouraging both parties to express themselves in turn and try to work things out. The scheme should set and monitor ground rules for the conversation:</p> <ul style="list-style-type: none"> • The mentor and mentee should give the other person time to speak and pay attention when they explain their side of the issue. • They should not interrupt each other. • They should try to describe the situation as neutrally as possible. • They should pay attention to their own and the other's body language: Are you crossing your arms? Is your face relaxed? • Do not judge. If any clarification is needed, they should paraphrase what the other person says or ask questions. For example: "So you are saying ...", "Did I understand that correctly?" or "It sounds like you felt ...". 	
1. Reflect and clarify	<p><i>Guiding questions</i></p> <ul style="list-style-type: none"> • What actually happened? Ask the mentor and mentee to imagine they are watching a video of the situation without sound. What would each of them see? • What are the emotions they are feeling? Ask the mentor and mentee to identify their feelings: anger, frustration, hurt etc. • What other negative impacts has the situation had? • Has this happened before or is it the first time? • Who is responsible for the situation? Ask the mentor and mentee who they think caused the conflict. Guide an understanding that both parties may have contributed, and clarify how.

²⁵ Reworked from IOM, The Office of the Ombudsman, The CALM Model - Cheat Sheet, 2021.

<p>2. Identify solutions</p>	<ul style="list-style-type: none"> ● Get agreement that a problem exists and needs a solution ● For example: “So you agree that you need to work this out. Let’s try and find a solution together...” ● Reverse the roles ● Ask the mentor and mentee how they would like the situation to be addressed if they were the other person. ● Then ask them how they would like the situation to be addressed ● Explore the overlap between the solutions and identify common ground. Emphasize win-win solutions ● For example: “If we do it this way, this it will have a positive outcome for all of us”. ● Determine practical actions.
<p>3. Move forward</p>	<p>Help the mentor and mentee to identify how they will prevent and handle similar situations in the future:</p> <ul style="list-style-type: none"> ● Identify separate and common interests For example: “When we talk about this issue, what is most important to you?” ● Commit to ongoing communication (e.g. through a regular debrief during meetings – see below) ● Agree on a course of action if missteps occur ● Close on a positive note For example: “I’m glad we were able to work things out.”

Impacts on mentors

Mentors, like all actors involved in supporting resettled refugees across the various stages of the resettlement continuum, are exposed to secondary post-traumatic stress:

the natural consequent behaviors resulting from knowledge about a traumatizing event experienced by a[n] ... other. It is the stress resulting from helping or wanting to help a traumatized or suffering person.²⁶

This can lead to burnout and compassion fatigue, among other negative consequences.²⁷

These impacts should be covered in depth during the training for mentors, and the mentorship scheme should establish robust mechanisms to protect the mental health of mentors and prevent burnout, including by:

- Helping mentors to recognize the signs of burnout or compassion fatigue²⁸
- Putting in place effective monitoring mechanisms
- Providing in-house support and ensuring mentors are referred to appropriate external resources as necessary.

²⁶ Figley, 1995, in: COMMIT project. Paths to inclusion: Training for community mentors. 2021.

²⁷ COMMIT project. Paths to inclusion: Training for community mentors. 2021.

²⁸ COMMIT project. Paths to inclusion: Training for community mentors. 2021.

MONITORING AND EVALUATION

Monitoring and evaluation (M&E) is a critical component of successful and sustainable programmes, and should go beyond the demonstration of results, reporting and accountability towards donors and affected populations (in this case, resettled refugees). First and foremost, M&E initiatives are a key step towards learning and improving programming.²⁹ They represent an opportunity for critical analysis, and can help to identify challenges, address them early on and draw lessons for future activities, whether in the same or in other contexts. Evaluations are instruments of change,³⁰ and help avoid a perspective exclusively centred on the single intervention or action, in favour of the exchange of experiences and towards the creation of added value.

Monitoring

Data collection is a key step in assessing the quality of activities and projects, including aspects which could be improved. Some of the tools in these guidelines provide concrete ways to monitor the achievement of mentoring objectives. Other tools to support monitoring include observation, focus groups and self-reports.

Monitoring of mentorships begins prior to the first meeting between the mentor(s) and the mentee(s) and should continue throughout the relationship. Different forms of monitoring should be adopted:

- Informal monitoring, based on self-reflection by mentors and mentees on their relationship and activities.
- Formal monitoring, conducted jointly and concurrently by the mentorship scheme, mentor and mentee.

Informal monitoring

The process of self-reflection can be conducted by the mentors and mentees themselves, and should be done regularly during the relationship. The process can not only improve the relationship as it develops, but also enables both mentors and mentees to acquire the skill of self-reflection as a lifelong tool to deal with interpersonal relationships (and particularly relationships of social support). It helps to increase self-awareness, awareness of the other, and awareness of the development of the relationship – including aspects that are challenging or difficult.

²⁹ ALNAP. *Evaluation of Humanitarian Action Guide*. 2016.

³⁰ IOM. *IOM Project Handbook*. 2011.

Example: Self-reflection guiding questions – after the first meeting with the mentee

Ask yourself:

- Why did you choose this experience?
- What was the first thing you noticed during your first meeting?
- How did you feel? What were your feelings or emotions at the time?
- How do you think your mentee felt, in that situation and in that moment?
- How do you think you could tell how they felt? (e.g. What they did or said and/or what they showed through facial expressions or body language)

(Inspired by the Council of Europe Autobiography of Intercultural Encounters)³¹

Mentor(s) and mentee(s) could also allocate a few minutes at the beginning of every meeting/ activity for a quick debrief to express their respective feelings about the mentorship. This will help to increase self-awareness, awareness of the other, and awareness about the relationship. It could also help to identify and analyze aspects of the relationship that that may become challenging or difficult, and addressing these before they become serious.³²

Example: Regular mentor-mentee debriefing

- Take some time to greet each other and ask each other how they are

Think about the previous meeting, and ask each other:

- How did it go?
- How did it make them feel?
- How does it make them feel to remember it? Is that different?

Talk about the mentorship in general:

- How does it make them feel? Positive, negative or neutral?
- Do they enjoy spending time together?
- What are the main benefits for each?
- Are there any issues they want to raise?

A written self-evaluation questionnaire (see below) could be completed every two months (depending on the length of the mentorship) and should be submitted to the mentorship scheme for analysis and response (if needed). Completing it may also require guidance from the mentorship scheme.

³¹ COMMIT project. Paths to inclusion: Training for community mentors. 2021.

³² COMMIT project. Paths to inclusion: Training for community mentors. 2021.

Self-evaluation form for mentors

Location:

Type of mentorship

One-to-one

Group

Team

If you are paired with more than one mentee, how many?

Please specify:

They are part of the same family

They are part of a group (e.g. teenagers, women, etc.)

1. My mentee(s) and I have been meeting for _____ (number of weeks, months, etc.)
2. Our average meeting lasts _____
3. Do you have enough time in your meetings to do what you and your mentee want to do? Please specify _____
4. Please describe your relationship with the mentee in 3 words: _____
5. Do you feel you are building a good relationship with the mentee? Please tell us more _____
6. Do you trust each other and work well together? Please tell us more _____
7. Have you experienced any difficulties/disagreements in your meetings? Please tell us more _____
8. If so, how have you and your mentee resolved these difficulties/disagreements? _____
9. If you work with another mentor, how is that going? Have you experienced any difficulties working with them? If so, how have you resolved these difficulties? _____
10. Are you learning new things from your mentee? Please tell us more _____
11. Have you and your mentee made progress towards your concrete objectives? Please tell us more _____
12. Please list 4 activities carried out to achieve these concrete objectives: _____
13. Please list any activities you have not yet managed to carry out together: _____
14. Please list 4 things you feel that are going well in the relationship: _____
15. Please indicate if there are any aspects you would like to change about how you and your mentee(s) interact (practical and emotional): _____
16. In your opinion, what does/do your mentee(s) appreciate the most about the mentorship? _____
17. What do you think is most useful for your mentee(s)? _____
18. Do you enjoy your mentorship experience? _____
19. Are there any new activities you would like to suggest to your mentee(s)? _____

Formal monitoring

The mentorship scheme should provide mentors and mentees with the necessary tools, structures and support to monitor their relationship. The scheme should ensure that the tools and agreements outlined above are adhered to, including the Terms of Reference; the Mentorship Agreement (including communication channels, the frequency of meetings and the mentorship objectives); and the confidentiality agreements and code of conduct. The Integration Plan, especially if online, will enable the mentorship scheme to:

- Verify that the meetings occur at the frequency indicated and that the activities conducted are consistent with the objectives established in the Mentorship Agreement.
- Provide concrete suggestions to improve the mentorship, helping the parties to adjust activities if necessary and/or make them more effective and to solve any issues that may arise.

If there is conflict between mentor(s) and mentee(s), a record should be kept of measures to resolve it, including those taken by and with the mentorship scheme (see [Managing Conflict](#)).

Additional methods should be used to assess the quality of individual mentoring relationships and the mentorship scheme overall, including areas for improvement:

- Supervision meetings with mentors and mentees (separately and together)
- Questionnaires/interviews for the mentor, mentee and reception staff, to be administered by the mentorship scheme (see the [Annex](#))
- Direct observation of mentor/mentee interactions
- Focus groups: These provide a forum for groups of mentors and mentees (separately or together) to discuss and compare experiences, and to analyse challenges that may arise within the mentor-mentee relationship.

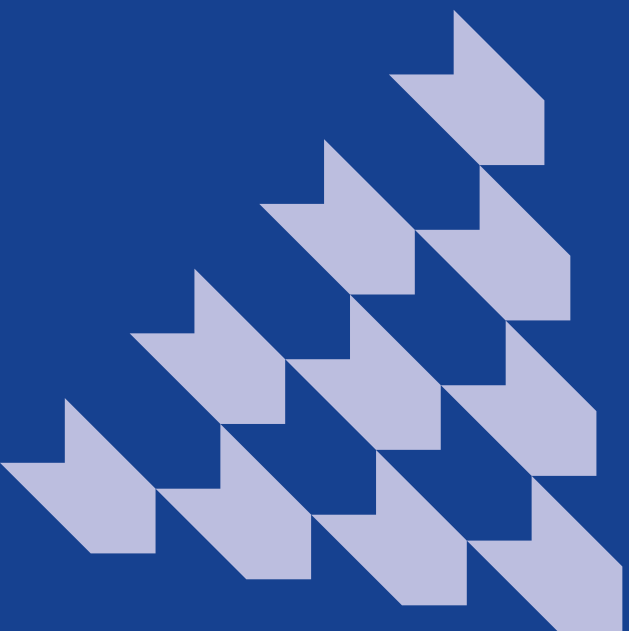
Meetings should be held and questionnaires administered on a regular basis throughout every mentorship. The frequency will depend on the duration of the specific mentorship.

Evaluation and programmatic impacts

Evaluation of the piloting/implementation of mentorship schemes is essential. It helps to assess if mentorship scheme has successfully pursued its objectives: namely to support the integration of resettled refugees. It also helps to improve current and future programming.

Successful evaluation is based on robust criteria – relevance, effectiveness, efficiency, impact, sustainability, and coherence – and robust monitoring tools and mechanisms. The analysis of information collected should be both quantitative (statistical) and qualitative: examining, comparing and contrasting quantitative and qualitative data and interpreting patterns.

The results of analysis and evaluation should be used to improve services for beneficiaries – mentees (and mentors). The mentorship tools should also be reviewed and revised as necessary to ensure they are fit for purpose and in line with any changes in national legislation and the reception and integration system (e.g. the matching process, activities etc.).



III. Conclusions

These guidelines can be used as a toolkit to guide users through the (linked) stages of establishing a mentorship scheme, as well as the different tools and methodologies available. The guidelines are based on the practical experiences of the COMMIT project and inspired by models developed and applied in other contexts. It has a number of core principles that should be borne in mind for all mentorship schemes:

- While motivation on the part of mentors is of course essential, this alone is not enough to support resettled refugees going through resettlement. Mentorship schemes must have a clear framing and structure, and must include monitoring and accountability mechanisms.
- Mentorship schemes are intended as additional and complementary support measures for resettled refugees. In no way can or should they substitute for or interfere with official/institutional assistance provided by the State.
- The main objective of mentorship is to help refugees become part of their new communities and to build social networks. The instruments included in these guidelines aim to guarantee that:
- Mentors understand their role and purpose, and receive guidance and mandatory training to help them learn about interculturality, intercultural communication and integration strategies, as well as how to take into account the needs, cultures and experiences of resettled refugees.
- The mentorship scheme accompanies the mentor(s) and mentee(s) throughout their relationship and provides appropriate monitoring and redress mechanisms for both parties.
- Refugees are aware of the reception and integration systems and services made available by the resettlement country and supported in accessing them, as needed.

COMMIT resources

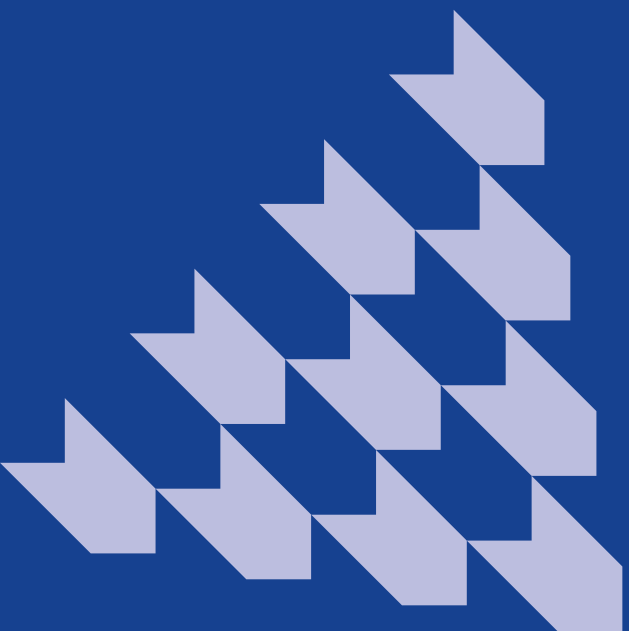
[Paths to inclusion: Training for community mentors](#)

[Mainstreaming gender in pre-departure orientation sessions: Guidelines for practitioners](#)

[Training refugee youth: Pre-departure orientation: Youth – Trainers' Handbook](#)

[Mental health and psychosocial support for resettled refugees](#)

[Labour-market integration of resettled refugees in the EU: Guidelines for practitioners](#)



Annex: Monitoring questionnaires

This set of qualitative questionnaires can be used to guide the interview exercise for monitoring the mentorship scheme.

MENTORS

1. Did you receive clear, accurate and complete information on the role of mentors and the objectives of the mentorship during the training course?
2. What activities do you do with your mentee(s)?
3. Where do these activities usually take places?
4. What tools do you use for these activities? (Please list them)
5. What aspects of your personality, knowledge and life experiences are the most useful for you as a mentor? (Please provide concrete examples)
6. Do you ask for support from other people in order to better help your mentee(s)? If so from whom? (e.g. the mentorship scheme staff or relatives and friends etc.)
7. How would you describe your relationship with your mentee(s)?
8. Have issues related to cultural differences ever arisen? If so, what were they? How did you resolve them?
9. Have any communication issues ever occurred? If so, what were they? How did you resolve them?
10. Does your relationship with your mentee(s) allow you to learn something about their language and/or their culture? If so, please provide examples.
11. Have you ever involved relatives, friends or acquaintances in the mentorship? If so, how often? Is their involvement regular?
12. Have you ever received questions or requests for clarification about the mentorship scheme from other members of your community? If so, what?
13. Do you think mentorship helps personal growth? (Please explain)
14. In your opinion, what are the qualities of a good mentor?
15. What are the benefits to you of your experience as a mentor?
16. How could the mentorship scheme be improved?
17. How could the training for mentors be improved to improve support for mentees?

MENTEES

1. Was the information about the mentorship programme you received at different stages of your resettlement journey (before and after arrival) clear and accurate?
2. In what aspect(s) of your daily life is the support given by your mentor(s) helpful or otherwise significant or important? (Please provide examples, e.g. getting to know the country of resettlement, enrolling kids to school, filling in forms to apply documents, looking for accommodation etc.)
3. Please indicate up to five strengths and five weaknesses (if any) in your relationship with your mentor.
4. Does your mentor/the mentorship help you to meet new people in your new community? If so, who? (Please provide examples, e.g. a group of parents/children attending the same school, etc.)

5. Is the relationship with the mentor helping you to learn the language of the country of resettlement? If so, how?
6. Have you ever experienced any communication issues with your mentor(s)? If so, what? How did you resolve them?
7. Have you ever experienced discomfort or embarrassment in relation to cultural differences when interacting with your mentor(s)? If so, why and what differences? How do you react?
8. Would you recommend the mentorship scheme to another refugee or refugee family? Why or why not?
9. Would you consider becoming a mentor for resettled refugees yourself in future? What skills and personal experiences do you think you could bring to being a mentor?

RECEPTION AND INTEGRATION STAFF

1. In your opinion, what is a mentor?
2. How can mentors complement the assistance you provide in the framework of the institutional reception and integration system? (Please provide concrete examples)
3. Are you involved in facilitating meetings between a refugee to whom you provide assistance and their mentor?
4. Please list three strengths and three weaknesses of the mentorship scheme, based on your direct experience.
5. Without the support of the mentor(s), would resettled refugee(s) be as able to manage their daily lives (e.g. filling in forms, doing the shopping, etc.)?
6. Are you happy with existing coordination and links between the mentorship scheme and the reception and integration system? If not, how would you improve them?

