NatAlli
Regenerative Alliances

Train the Trainer Manual

To enable the transfer of the **new mentoring content & resources** to train highly educated **Ukrainian women**

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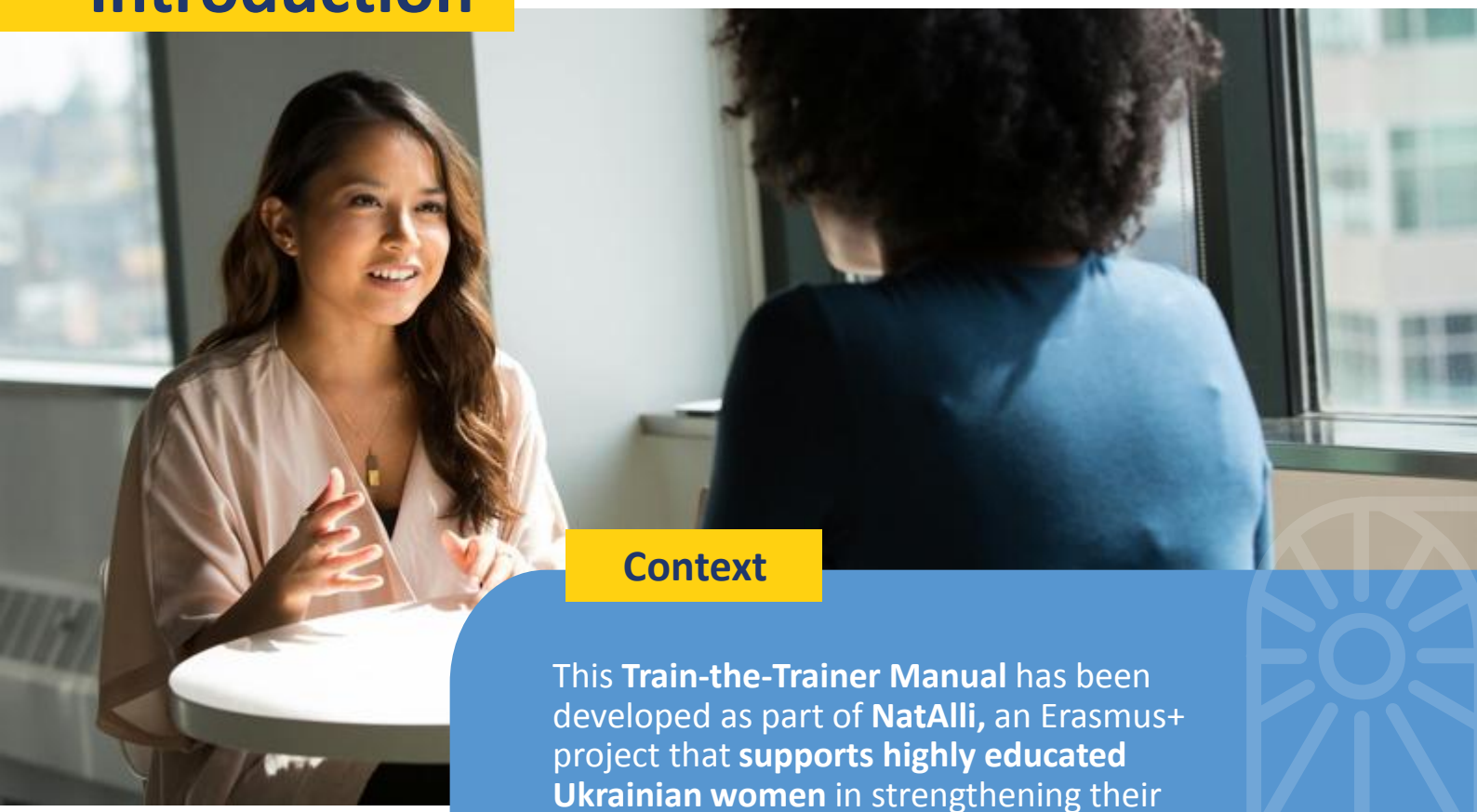
01

Introduction



Context

This **Train-the-Trainer Manual** has been developed as part of **NatAlli,** an Erasmus+ project that **supports highly educated Ukrainian women** in strengthening their careers, leadership potential, personal resilience, and entrepreneurial pathways during and after the crisis, by means of offering high quality mentoring and tools.

The NatAlli Erasmus+ project is a 32-month-long initiative led by FH Münster University of Applied Sciences, with partners UIIN and Impact Hub Amsterdam (the Netherlands), Impact Hub Odessa and IEU (Ukraine), REACH from the University of Münster (Germany), and Momentum: Education & Innovation (Ireland). The conflict-induced displacement of Ukrainian women, many of whom held senior, skilled roles at home, has led to a mismatch between their qualifications and the opportunities available in host countries. At the same time, many are rebuilding their lives while navigating new labour markets, languages, administrative systems, and social norms. In this context, mentoring is not a “nice-to-have” add-on, but a crucial mechanism for restoring confidence, reconnecting skills to opportunities, and building more inclusive entrepreneurial and employment ecosystems.

Purpose

This manual is designed to help organisations, mentors, community facilitators, and training providers **adapt, deliver, and expand a mentoring approach for Ukrainian women** within their own networks and contexts. It distils learning from:

01 — **5th Nov 2025**
An international online workshop on mentoring and resilience.

02 — **18th Nov 2025**
An in-person workshop, Mentoring to Thrive, held in Amsterdam.

03 — **Feedback**
Reflections and feedback from mentors and partners.

04 — **Training**
The underlying NatAlli training modules and practical mentoring toolkit.

It outlines the steps for conducting a capacity-building programme and guides trainers who, in turn, will train other mentors or instructors within their organisation.

Who is this manual for?

01 Organisations running mentoring, employability, or entrepreneurship programmes.

02 Migrant and women's advocacy groups.

03 Municipalities, NGOs, and social enterprises supporting Ukrainian women in host countries.

04 Mentors (new or experienced) seeking structure when working with Ukrainian women.

05 Teams wishing to replicate or scale mentoring-related workshops.

It is intended as a **practical, human-centred guide** to planning, facilitating, and following up on mentoring workshops and peer-learning sessions that effectively support highly educated Ukrainian women.

Designing an Online Mentoring Workshop

02

This section draws on the “Mentoring for Resilience” online session (5 November 2025) and summarises how the workshop was designed and delivered, what worked well, and what future trainers should consider when running similar capacity-building sessions. It is based on an example session that combined short inputs, a platform demonstration, and scenario-based small-group discussions.

2.1 Framing & Objectives

The online workshop brought together 26 participants from Finland, the Netherlands, Belgium, Germany, Ireland, and Ukraine. Each project partner invited mentors from their own networks, resulting in a mix of experienced mentors, practitioners from migrant and women’s organisations, and Ukrainian women themselves.

The aims of the session were to:

01 Introduce the NatAlli project, modules, and platform.

02 Offer mentors a structured space to reflect on their practice.

03 Test and refine draft training materials through scenario-based discussion.

04 Gather feedback on how mentoring can better support Ukrainian and newcomer women.

2.1 Framing & Objectives

When planning a similar session, it is important to frame the workshop not as a one-way training session but as a **co-created learning space** where the mentors' own experiences are central.

The core objectives might be to:

01 Introduce your mentoring approach, training modules, and any online tools you use.

02 Give mentors a structured opportunity to reflect on their practice.

03 Test and refine draft materials through discussion.

04 Explore how mentoring can better support Ukrainian women in host countries.

When inviting people, it helps to be explicit that their experience is part of the "content": they are not only there to receive information, but to shape and improve it.

2.2 Preparation

Partners played a crucial role in mobilisation. Mentors were invited through **trusted networks** rather than open calls, which helped ensure relevance and commitment.

Once registered, participants were given access to:

01 The NatAlli platform.

02 The four training modules.

03 Four realistic scenarios, shared the day before the event.

Sharing the scenarios in advance helped participants arrive prepared and allowed those with different language levels to reflect at their own pace.

However, it's important not to overload participants with materials beforehand that might discourage them from attending, particularly for an online workshop.

For future sessions, trainers should:

01 Keep invitations personal and specific about the purpose and the benefit of taking part.

02 Provide short, accessible pre-reading (not long documents).

03 Avoid project jargon in invitations and materials.

2.2 Preparation

In the example workshop, mentors and practitioners were invited through existing, trusted networks such as advocacy groups, local NGOs, and professional contacts.

This ensured that those who joined were already engaged with Ukrainian communities in some way.

Ahead of the **session, participants** received:

01 A short overview of the mentoring modules.

02 Access to the online mentoring platform.

03 Four realistic scenarios linked to the modules.

Sharing scenarios in advance allows people to reflect at their own pace, which is especially helpful where there are different language levels.

For organisations planning a similar workshop**, good practice includes**:

01 Using personal invitations rather than relying solely on Eventbrite or similar mass mailing platforms.

02 Keeping pre-reading short and clearly signposted.

03 Avoiding institutional jargon in all communications.

2.3 Session Structure

The structure ensured that participants understood the **tools and context** before moving into deeper reflection and peer learning.

The combination of a concise project overview, a platform demo, and a guided walkthrough of the modules provided a shared starting point and made the subsequent discussions much more substantive.

The heart of the online workshop was the scenario work. Four scenarios were designed, each aligned with one of the **NatAlli modules**: mentoring skills, entrepreneurial skills, leadership, and culture & context. Each scenario was based on real situations documented during the project's earlier research.

In the session, participants were split into small groups of four to five people. Each group was assigned one scenario and supported by a project partner who facilitated the conversation and took notes.

Discussions ran for 30–40 minutes, culminating in a plenary round where rooms shared key takeaways, including:

01 What response felt most realistic or familiar?

02 What "winning element" makes mentoring effective in this situation?

03 What could derail or damage the mentoring relationship?

The **breakout format** proved highly effective. It fostered intimacy, enabled quieter voices to participate, and facilitated participants' connection on a human level. At the same time, partners noted that language accessibility needs careful consideration: some participants left early or spoke less, likely due to uncertainty about contributing in English.

For **future sessions, trainers** should:

01 Keep group sizes small.

02 Consider language pairing or providing prompts in advance.

03 Encourage facilitators to gently draw in quieter participants without putting them on the spot.

A simple and effective structure for a **90–120-minute online workshop** might look like this:

01 Welcome and introductions

Brief check-in and “who is in the room”.

02 Context setting

Why mentoring for Ukrainian women, and what you hope to achieve in the session.

03 Platform demonstration (if applicable)

A short tour of key features, with time for questions.

04 Walkthrough of mentoring modules

A concise overview of the main themes (mentoring skills, entrepreneurship, leadership, culture, and context).

05 Scenario-based breakout discussions

Small groups working on one scenario each, supported by a facilitator.

06 Plenary reflection

Sharing insights, patterns, and questions from each group.

The role of the facilitator is to keep the input focused and to leave as much time as possible for discussion. Short presentations provide a shared starting point; the deeper learning happens in the breakouts and plenary exchange.

2.4 Using scenarios & breakouts

Scenarios are a powerful way to move from **abstract principles to real-life practice**. In the model used here, **four scenarios** were developed, each borne out of and aligned with one of the **four modules developed in the NatAlli project**:

Mentoring Skills

Entrepreneurial Skills

Leadership

Culture & Context

Participants were **briefed on the content of the modules and available resources in the toolkit** before being placed in small breakout rooms, each group working with one scenario. A facilitator in each room guided the conversation, ensured everyone had the chance to **contribute, and captured key points.**

Groups were asked **to consider questions** such as:

01 What response feels most realistic in this situation, based on your experience?

02 What is one element that makes mentoring effective here?

03 What is one thing that could damage or derail the mentoring relationship?

This method:

01 Creates a more intimate and safer environment than a large plenary discussion.

02 Helps participants connect emotionally with the experiences described.

03 Generates concrete insights that can be fed back into programme design.

Language accessibility is important to consider; some rooms benefited from having participants who were able to translate between languages. Additionally, providing the scenarios and guiding questions in advance, speaking slowly and clearly, and explicitly stating that people are welcome to contribute in whatever way feels most comfortable (for example, in chat as well as verbally) all help create an inclusive atmosphere. Some rooms benefitted from having guests who were able to translated between languages.

2.5 Lessons for future online capacity-building

From the **online workshop**, several practical lessons emerged for trainers designing similar sessions:

01 Balance content and discussion

Short, focused presentations (project, platform, modules) should be treated as a launchpad, not the main event. Most of the time is best spent in interaction.

02 Use realistic, emotionally grounded scenarios

Scenarios based on real stories prompted rich discussions and allowed mentors to connect theory with lived experience.

03 Prepare facilitators

Having one partner in each breakout room to guide the flow and take notes ensured that insights were captured and that discussions stayed constructive.

04 Pay attention to accessibility

Simple language, clear slides, and avoiding heavy jargon contributed to a welcoming atmosphere.

05 Follow up quickly

Sharing materials and links, along with a short post-survey, helped maintain momentum and encouraged participants to continue engaging with the platform and its resources.

In short, a successful online workshop on mentoring is **interactive, scenario-driven, and carefully scaffolded**, with partners and facilitators prepared to hold space for both emotional and practical reflections.

2.6 Scenarios used in the workshop

The **four scenarios** used as the basis for discussion are reproduced below. They can be adapted for use in other workshops.

Scenario 1 – Mentoring Skills

Themes:

- Trust
- Confidence-building
- Adapting Mentoring to New Contexts
- Emotional Support

You are mentoring a Ukrainian engineer who recently arrived in Germany. She is highly qualified but unfamiliar with the local workplace culture and job-seeking norms. She has had several rejections and now hesitates to apply for positions that match her skills, saying she is ***"not good enough for the German market."***

Guiding Question:

How can you help her regain confidence, adapt to new professional expectations, and stay motivated without overwhelming her?

Further Prompt:

How can mentors balance encouragement and realism when a mentee's confidence has been shaken by a traumatic event, like displacement?

Scenario 2 – Entrepreneurial Skills

Themes:

- Translating Skills
- Local Network-building
- Understanding Systems

In Ireland, your mentee, a Ukrainian woman with a strong background in marketing, wants to start a small social enterprise helping newcomers access employment information in their language. She is driven and creative but unsure how to navigate local regulations, funding options, or business networks.

Guiding Question:

How can you guide entrepreneurial mentees like her to focus and test their ideas without taking over and project-managing the process yourself?

Further Prompt:

How can mentors help Ukrainian mentees see themselves as entrepreneurs (not just as job seekers or survivors) when starting over in a new country?

Scenario 3 – Leadership

Themes:

- Leadership Confidence
- Identity Loss And Renewal
- Resilience
- Adapting Skills Across Contexts

Before the war, your mentee led a large NGO team in Ukraine. Now based in the Netherlands, she works in a junior administrative role far below her qualifications. She feels invisible and often says***, "I used to lead people; now I just follow instructions."***

Guiding Question:

How do you help her reconnect with her leadership skills and sense of purpose, even if her professional circumstances have changed?

Further Prompt:

What small mentoring actions can help a mentee see her own influence and potential, even when external recognition is lacking?

Scenario 4 – Culture & Context

Themes:

- Cross-cultural Communication
- Power Distance
- Inclusive Mentoring

You are mentoring a Ukrainian woman who has recently arrived in your country. She rarely expresses disagreement or talks about her achievements. You later learn that, in her culture, humility and deference to authority are deeply valued, and speaking about achievements is often uncomfortable.

Guiding Question:

How can you adjust your mentoring style to help her feel both respected and encouraged to speak openly?

Further Prompt:

What can mentors do to create openness and equality, and what might unintentionally reinforce hierarchy?

03

Designing an in-person capacity building workshop

While online workshops enable broad participation across borders, in-person capacity-building creates a different depth of engagement.

The in-person NatAlli mentoring workshop **Mentoring to Thrive**, held in Amsterdam, illustrated how face-to-face formats can deepen trust, support embodied learning, and strengthen local collaboration around mentoring Ukrainian women.

3.1 Format

The in-person session was designed to complement the earlier online workshop, and prioritised **depth over scale**, focusing on dialogue, and small-group work by:

01 Translating shared learning into relational, practice-based exchange.

02 Bringing mentors, Ukrainian women, advocacy organisations, and local ecosystem actors into a shared physical space.

03 Increasing visibility of mentoring approaches in the Dutch local context.

04 Strengthening connections between grassroots initiatives, municipalities, and social enterprises.

3.2 Outreach Model

Outreach was conducted through targeted, relationship-based invitations rather than open calls. Over **50 individuals and organisations** working **in entrepreneurship support, advocacy, municipal services, and community initiatives** were contacted. This approach ensured relevance and trust, while also broadening awareness and generating interest in future collaboration beyond the event itself.

Delivery relied on **clear role-sharing:**

01 The venue partner provided the space, supported speaker recruitment, and coordinated catering.

02 The organising team led agenda design, facilitation, and participant engagement.

03 Communications partners promoted the event through social media and online channels.

This collaborative model allowed facilitators to focus on creating a high-quality learning environment rather than logistical coordination.

3.3 Group Size & Agenda Design

The workshop brought together **15 external participants (23, including facilitators),** a size that proved ideal for **meaningful interaction and scenario-based discussion**. Lower numbers were associated with psychological safety, flexibility, and full participation.

The **half-day agenda** balanced inspiration, reflection, and practice. It included:

01 An informal arrival to encourage early connection.

02 Brief framing remarks on mentoring Ukrainian women.

03 A mentor testimonial grounding the session in lived experience.

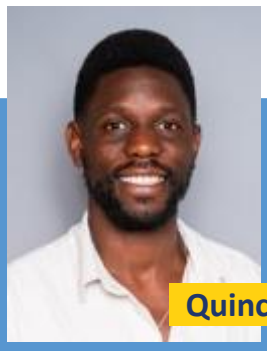
04 An interactive icebreaker to mix roles and backgrounds.

05 A moderated panel conversation with speakers from practice and policy.

06 A mentoring workshop using rotating, small-group scenarios.

07 An informal networking moment to close, reinforcing relationship-building as a core outcome

Long presentations were deliberately avoided. Speakers and participants were positioned as contributors to a shared conversation rather than as separate audiences.



Quincy Dalh

Anna Sadovska

Ellen Schepers

Guest Speakers: Approach & Preparation

Guest speakers, **Quincy Dalh** *(City of Amsterdam)*, **Anna Sadovska** *(Ukrainian Pastry Chef and Entrepreneur)*, and **Ellen Schepers** (*Social Enterprise Founder, KolenKitKoks)* were selected for their **hands-on experience** supporting Ukrainian women through mentoring, entrepreneurship, or institutional pathways.

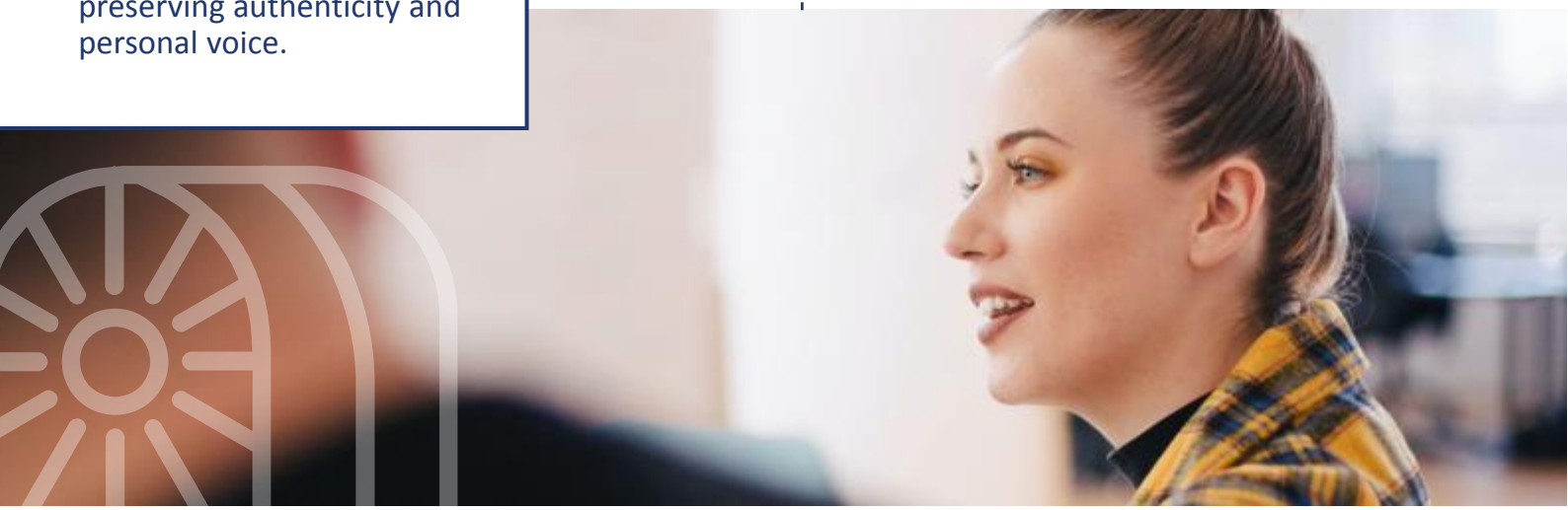
Preparation focused on encouraging speakers to:

01 Share concrete experiences rather than abstract theory.

02 Speak openly about challenges as well as successes.

03 Reflect on what effective support looks like in practice.

This light-touch briefing helped create coherence across contributions while preserving authenticity and personal voice.



04

Hearing from Mentors and Mentees

Tetiana Kolodii

As part of the in-person **"Mentoring to Thrive" event in Amsterdam,** the group heard from Tetiana Kolodii, a Ukrainian mentor working with Roscommon LEADER Partnership as Lead Intercultural Support Worker. She mentors Ukrainian women across Europe via the NatAlli platform.

Tetiana currently supports, among others, a midwife working in elderly care in Denmark and a woman in Estonia seeking to re-enter the job market. She uses the NatAlli platform to connect, structure her mentoring relationships, and supplement her work with the tools and scenarios developed in the project.

"For many women I work with, everything feels uncertain. We start with one small, clear step we agree on together: a CV update, a 30-day goal, even just one brave email. That is how confidence slowly comes back."

Tetiana Kolodii,
Ukrainian NatAlli mentor, Ireland

From her experience, **several practices stand out**:

01 She is explicitly **proactive**, asking mentees "How can I help you right now?" to signal readiness and support.

02 She works with mentees to define **small, time-bound action plans**, often framing goals in 30/60/90-day horizons to keep progress manageable.

03 She adapts to the **communication channels** that feel safe and familiar to the mentee, whether WhatsApp, Telegram, or Instagram, rather than imposing her own preferences.

04 She offers **practical collaboration**, including CV preparation, LinkedIn profiles, and interview preparation, while always recognising the emotional weight of each step.

05 She treats mentoring as a **safe partnership, not a transaction**, and understands that listening and validating are as important as providing information or contacts.

Tetiana's approach reinforces three core elements of the NatAlli model: **flexibility, empathy, and structure.** Together, they enable mentoring to become a stabilising force for women navigating displacement, loss of status, and new beginnings.

We also heard from Ukrainian mentee with lived experience of entrepreneurship and mentoring helped ground the discussion in practical impact. One participant reflected that:

> *"Receiving mentorship in entrepreneurship allowed me to test my ideas and build my confidence in speaking English."*
>
> ***Ukrainian Mentee, the Netherlands***

This perspective highlighted how mentoring works not only as technical guidance, but as a confidence-building process. Particularly important for women navigating a new language, professional culture, and sense of belonging.

Supporting Ukrainian Women Effectively

05

Beyond the technical aspects of running workshops, both the online and in-person sessions highlighted deeper insights into what effective support looks like for highly educated Ukrainian and newcomer women. **This section synthesises those reflections to guide trainers and organisations in their own practice.**

5.1 Trauma-informed & human-first

Participants repeatedly stressed that mentoring in this context must be grounded in an understanding of **trauma, loss, and disruption**. Displacement is not a temporary inconvenience; it often involves a profound loss of professional identity, social status, and sense of safety.

Mentors described the importance of:

01 Recognising that some mentees need time simply to settle often 3–6 months before they can meaningfully pursue career or entrepreneurial goals.

02 Avoiding "toxic positivity" and slogans about "resilience" that ignore structural barriers (language, childcare, housing, legal status).

03 Focusing on acknowledging the reality of loss while gently re-orienting towards agency and choice.

One Ukrainian mentor based in Brussels reminded the group that empowering people without providing a realistic reading of the local culture and systems can be harmful. Mentoring must therefore walk a line between hope and honesty.

5.2 Confidence, identity, & narrative

Many Ukrainian women described feeling “less than” in host countries, especially when taking on roles far below their qualifications.

Participants emphasised the value of **reconstructing a coherent narrative**

01 Rewriting CVs and LinkedIn profiles to integrate past leadership or expertise with current opportunities.

02 Encouraging women to tell their stories within their workplace or community, where appropriate, to make their skills and experiences visible.

03 Supporting mentees to see a “soft landing” job not as a failure, but as a temporary stage in a longer trajectory.

Mentors highlighted that rebuilding confidence is rarely achieved through encouragement alone. It emerges from **small achievements**, new networks, and meaningful contributions in the new context.

5.3 Employment, entrepreneurship, & systems

The scenario discussions revealed that many mentees are unsure how to navigate **local regulations, funding landscapes, and institutional logics**

Mentors saw their role not as project managers, but as guides who:

01 Provide an initial orientation to how systems work (e.g., funding, municipal services, welfare conditions).

02 Ask clarifying questions rather than giving ready-made solutions, helping mentees identify gaps and design their own steps.

03 Encourage mentees **to start from what they know –** for instance, piloting services in their “comfort area” before expanding.

For example, KolenKitKoks is a social enterprise in Amsterdam that helps migrant women who are talented home chefs enter the labour market and become entrepreneurs in the catering industry. Their COO **Ellen Schepers** spoke at our in-person workshop and shared how access to **real opportunities and paid work** is central to restoring self-efficacy. Mentoring in this domain is most effective when it is closely connected to real pathways: volunteering, pilot projects, small contracts rather than abstract discussions about entrepreneurship.

5.4 Culture, communication, & safety

The Culture & Context scenario and the discussions in Amsterdam demonstrated how cultural norms shape how women present themselves, express disagreement, and discuss achievements. In some **cultures, humility and deference to authority are deeply valued**; open self-promotion may feel uncomfortable or inappropriate.

Mentors suggested **practical ways** to respond:

01 Exploring whether reticence is rooted in personality, culture, or trauma.

02 Adjusting communication, for example, by using open-ended questions ("What are your thoughts on this?"), inviting written reflections, or slowing the pace of conversation.

03 Emphasising equality and partnership, especially when mentees previously held senior roles.

Building trust takes time. Trainers should emphasise that mentors do not need to "fix" this dynamic quickly; their task is to **create conditions in which mentees can find their own voice**, supported but not pressured.

5.5 The role of networks & reconnection

For many Ukrainian women, displacement has not only disrupted work and family life but also fragmented their professional networks. A Ukrainian participant observed that the NatAlli platform could act as a **more intimate alternative to LinkedIn**, allowing women to reconnect across borders in a space that feels purposeful and curated.

"Building a network is key for those wanting to access the job market coming from a different country. It's more important to know the right people, than knowing the right things."

Mentor, City of Amsterdam

Mentors also pointed to the **value** of:

01 Peer groups and online gatherings where mentors and mentees can meet informally.

02 Volunteering and community engagement as entry points for rebuilding networks, practising language, and demonstrating skills.

03 Transnational connections that allow mentees to maintain links to Ukraine while building a life in the host country.

Taken together, these insights underline that effective support is **multi-layered:** it combines emotional holding, practical guidance, system navigation, and opportunities for connection.

06

Code of Conduct for Mentors & Facilitators

This **Code of Conduct** draws directly on the four NatAlli Modules: **Mentoring Fundamentals, Entrepreneurship, Leadership, and Culture & Context** and sets out the expectations for mentors and trainers delivering NatAlli-inspired activities.

Attendees to both **online and in-person workshops** were briefed on the **training modules** and **toolkit resources** and prompted to explore these further following the workshops.

01 Active Listening

Mentors listen more than they speak. They are curious, ask open questions, and reflect back what they hear. Rather than rushing to provide solutions, they first validate the mentee's experience and emotions, signalling that their perspective is understood and taken seriously.

02 Building trust and psychological safety

Trust develops over time through consistency, confidentiality, and respect. Mentors create a no-pressure environment where mentees can share as much or as little as they wish. Silence, hesitation, or the need for more time are treated as legitimate parts of the process, not as obstacles to be overcome.

03 Equality and non-hierarchy

Mentoring relationships are based on partnership. Mentors recognise that many mentees were leaders or experts in their previous context and avoid slipping into "expert mode" themselves. Instead, they co-create the mentoring agenda, acknowledging that learning flows in both directions.

04 Cultural sensitivity

Mentors approach cultural differences with humility. They do not assume that a mentee's behaviour reflects disinterest or lack of ambition; instead, they explore whether it is shaped by cultural norms, gender roles, or prior experiences with authority. They are willing to adapt their style – for example, by making space for written reflection or less direct forms of self-expression.

05 Boundaries and scope

Mentoring is a valuable form of support, but it is not therapy, crisis intervention, or legal or financial advice. Mentors are clear about the limits of their role and ready to refer mentees to appropriate services when issues fall outside their competence. They familiarise themselves with local referral pathways (e.g. mental health services, language courses, legal advice centres) so they can signpost responsibly.

06 Action orientation

While respecting the mentee's pace, mentors help translate reflection into action. Together, they set small, realistic goals – for example, using 30/60/90-day planning and reviewing these regularly. Progress is measured not only in outcomes (e.g. a new job or business) but also in steps such as reaching out to a contact, attending a networking event, or revising a CV.

07

Practical Recommendations for Capacity Building

Working through trusted networks

The workshops confirmed that recruitment through **trusted partners** such as migrant organisations, social enterprises, universities, and municipal programmes leads to more engaged and relevant participants than broad open calls.

Trust is often transferred person-to-person; a personal invitation from a known organisation or individual carries more weight than a generic announcement. Building relationships with relevant local organisations can provide access to both mentors and mentees and ensure that capacity-building is integrated into existing support ecosystems rather than operating in isolation.

Human-centred facilitation

Effective sessions, both online and in-person, were characterised by warmth, informality, and attention to the emotional context.

Facilitators:

01 Opened with simple check-ins and introductions to understand “who is in the room”.

02 Used storytelling and testimonials to normalise challenges and highlight possibilities.

03 Allowed participants to choose their level of participation, making it clear that listening is also valid.

04 Encouraged interaction across roles (mentors, mentees, advocates, officials) to break down perceived hierarchies.

Trainers should emphasise to new facilitators **that process matters as much as content:** the way a session is held can itself model inclusive, respectful, and empowering practices.

Promoting and integrating the NatAlli platform

The platform functions as both a **practical tool** (for matching, resource sharing, and communication) and a **symbolic connector**, linking women who are geographically dispersed yet share similar experiences. Integrating the platform into capacity-building activities through live demos, user testimonials, and invitations to register on the spot increases the likelihood that the community will continue beyond individual events.

To promote the **platform effectively**, trainers should:

01 Explain clearly what users can do there (connect, access modules, find mentors).

02 Position it as a **complement to** existing tools such as LinkedIn, with a more focused and supportive community.

03 Show concrete examples of how mentors like Tetiana (see page 17) use it in practice.

08

Facilitator's Checklist

Pre-Event

01 Identify local partner networks (e.g., advocacy groups, migrant communities, local NGOs).

02 Send personalised invitation emails rather than mass mailouts.

03 Share pre-session reading (modules, toolkit resources and scenarios) in advance.

04 Share platform registration instructions.

05 Send reminders 3 days and 24 hours before the event.

Post-Event

01 Send post-event certificates as an incentive for further participant engagement with platform and resources.

02 Share participant surveys to get feedback on what worked well and what can be improved.

03 Follow up on connections made to continue the momentum of the workshop offline.

09

Closing

This Train-the-Trainer Manual reflects the shared knowledge, lived experience, and collective insights of more than forty mentors, advocates, entrepreneurs, and Ukrainian women who contributed to the NatAlli Work Package 5 activities.

It is intended to support organisations and mentors in **carrying this work forward**: strengthening networks, building confidence, and nurturing the leadership and potential of newcomer women rebuilding their futures in new places. By combining thoughtful design, human-centred facilitation, and practical tools, trainers can help ensure that mentoring becomes not only a source of guidance, but also a space of recognition, agency, and possibility.

"The NatAlli project showed me that even in the most difficult times, it is possible to build a special community of women determined to rebuild their lives despite the war."

Tetiana Kolodii,
Ukrainian NatAlli mentor, Ireland

Our Partners

NatAlli led by FH Münster consists **of seven partners** from four European countries. Our rich and varied partnership consists of three HEIs, a university network, an NGO and two SMEs.

Follow Our Journey

Contact

Nelli Scharapow, M.A.
Project Manager
Research Associate
PhD Candidate

MSB | Münster School of Business
Science-to-Business Marketing Research Centre
Johann-Krane-Weg 23, D-48149 Münster
Email: www.science-marketing.com

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