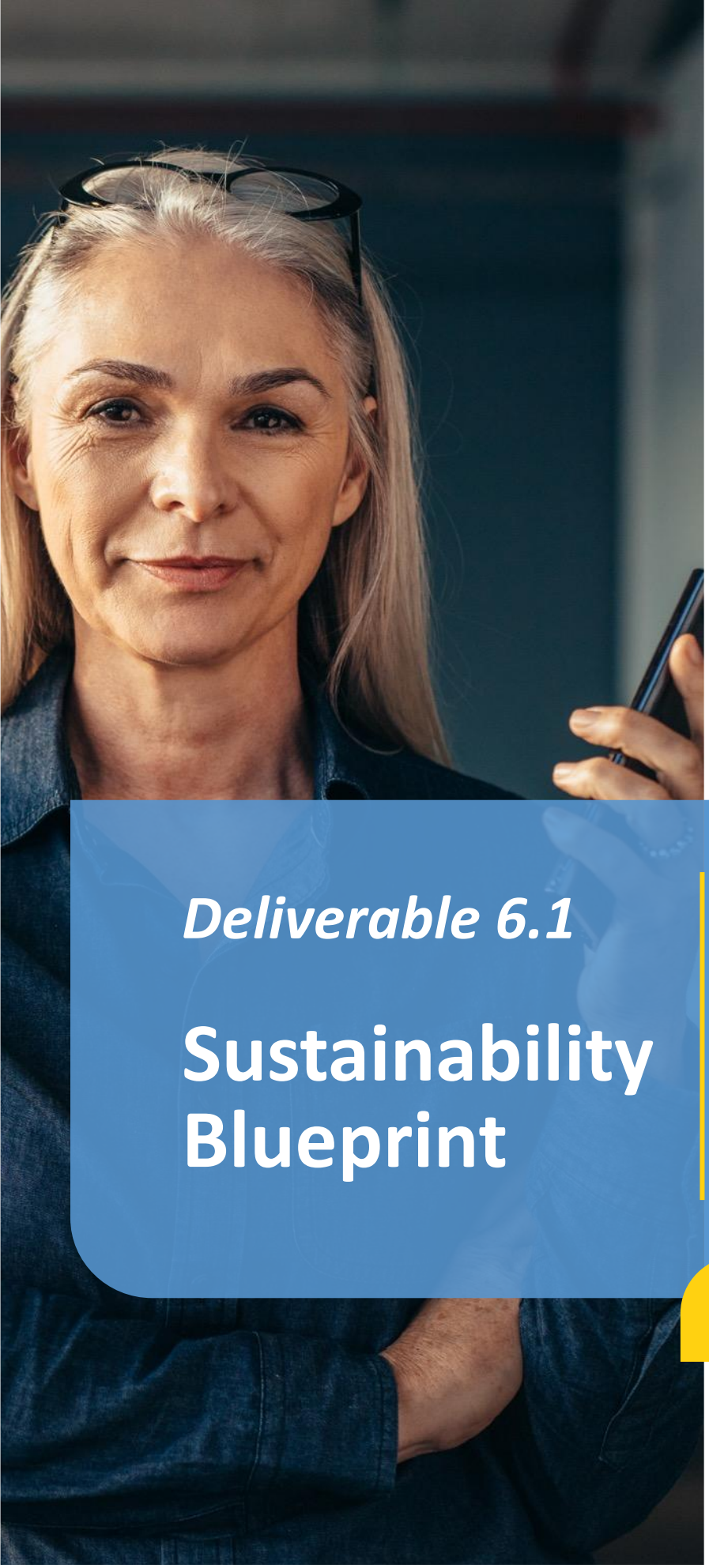


NatAlli
Regenerative Alliances

Deliverable 6.1

Sustainability Blueprint

A **framework** for building **inclusive** and **sustainable mentoring** and **peer-learning** initiatives in **crisis** and **transition contexts**.

www.**natalliproject**.eu

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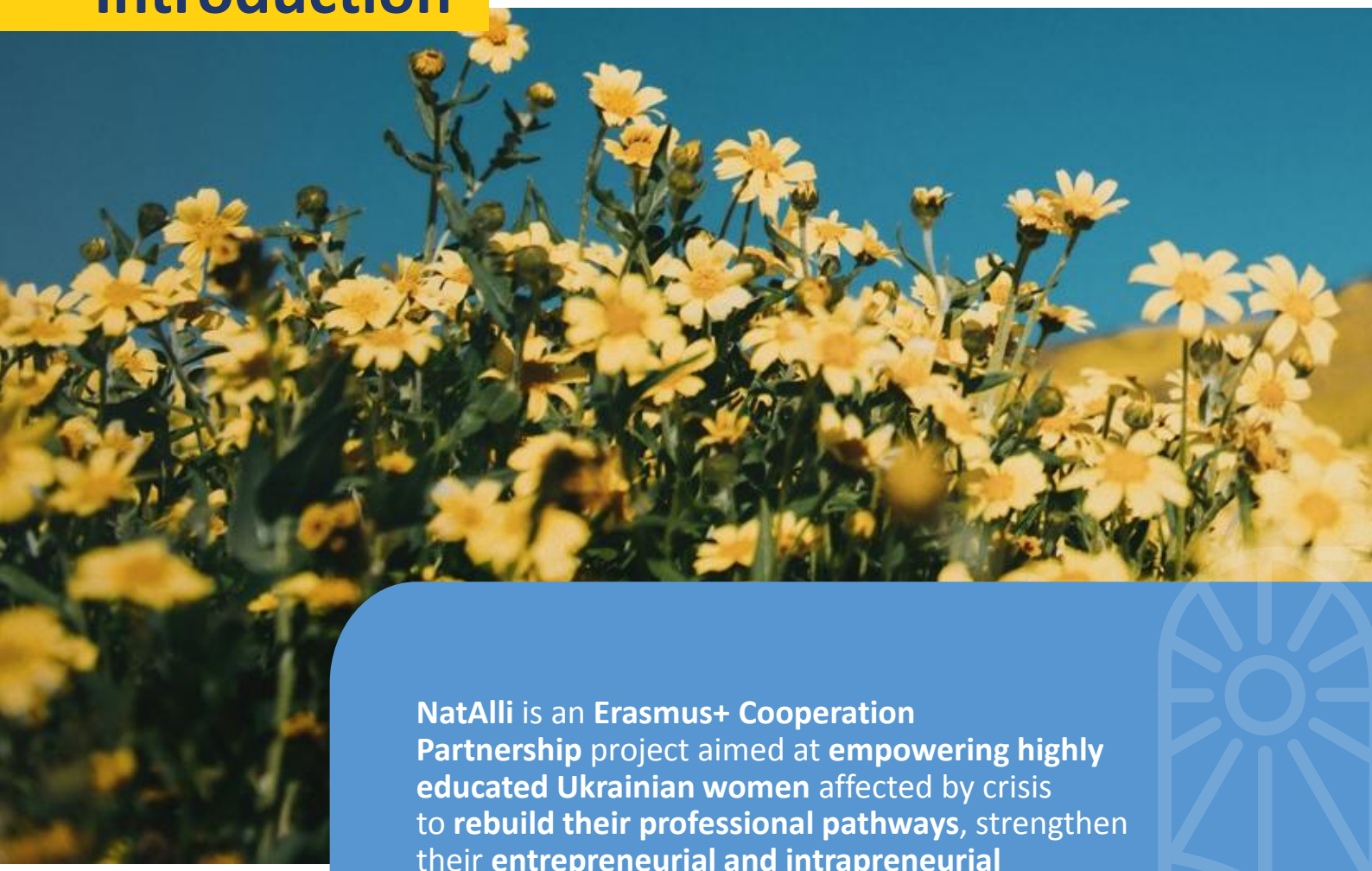
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Introduction

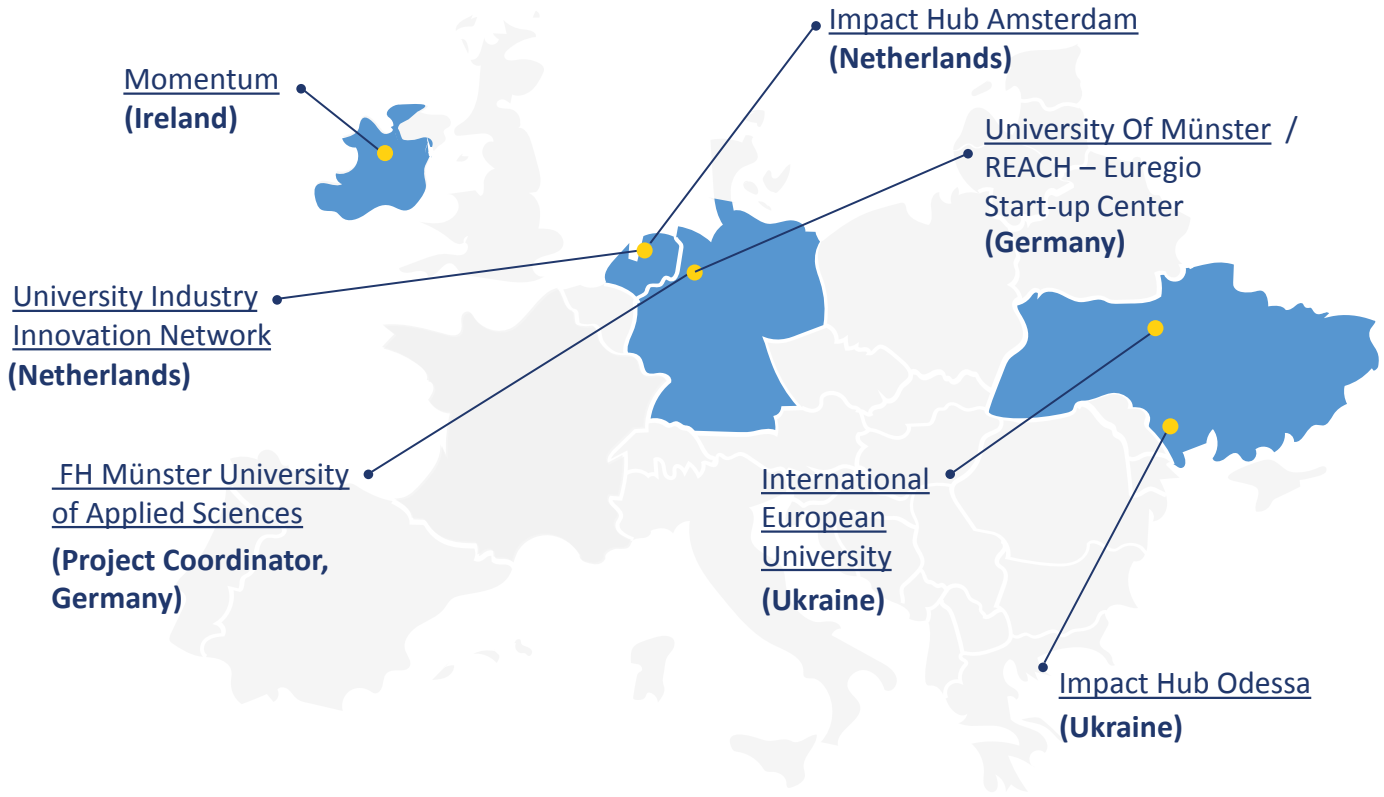


NatAlli is an **Erasmus+ Cooperation Partnership** project aimed at **empowering highly educated Ukrainian women** affected by crisis to **rebuild their professional pathways**, strengthen their **entrepreneurial and intrapreneurial capacities**, and contribute to the **regeneration of European and Ukrainian societies**.

The project responds to the large-scale displacement caused by the war in Ukraine and to broader European transformations shaped by demographic shifts, digitalisation, labour market restructuring, and recurring crisis contexts. In this sense, NatAlli – Fostering the Renascence of Societies through Lifelong Learning Mentoring Programmes and Allies – is a transnational cooperation project aimed at strengthening inclusive, lifelong learning mentoring ecosystems across Europe. It focuses on women in crisis and transition contexts, including refugees and newcomers, by adopting relational mentoring models, entrepreneurship pathways, and institutional allies within higher education and innovation ecosystems.

The NatAlli consortium brings together a cross-sectoral partnership of higher education institutions, entrepreneurship hubs, mentoring practitioners, and innovation networks across Germany, the Netherlands, Ireland, and Ukraine.

The consortium members include:



Together, the **partners combine expertise** in **lifelong learning, mentoring methodology, entrepreneurship support, innovation ecosystems, social inclusion**, and **institutional capacity-building**.

The collaboration integrates research, mentoring programme design and piloting, implementation and evaluation through the NatAlli Bootcamp, and long-term sustainability and promotion. Throughout implementation, NatAlli tested training formats in both in-person and online environments, applied scenario-based facilitation tools, and worked closely with local, regional, national and international ecosystems to ensure institutional anchoring and transferability. The project generated evidence on relational mentoring, peer-based learning, entrepreneurship-linked mentoring, and the role of higher education institutions as stabilising allies in times of crisis.

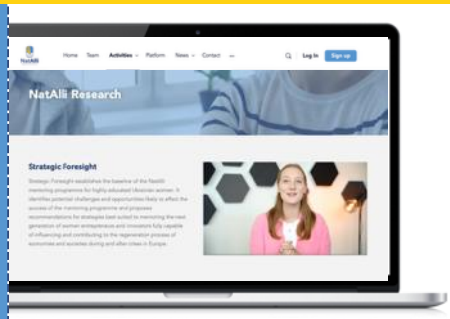
This Sustainability Blueprint forms a core output of NatAlli's sustainability strategy. It translates the project's learning into a structured and transferable sustainability architecture. The Blueprint is designed to guide organisations in adapting, standardising, and embedding training and mentoring approaches beyond the project lifecycle, particularly in contexts of societal disruption such as pandemics, economic crises, and forced migration, where higher education institutions and ecosystem actors can play a critical enabling role.

01

Purpose & Vision

This **Blueprint** is informed by the cumulative knowledge generated across the project lifecycle:

Research & Foresight Analysis



Including desk research qualitative interviews, and scenario planning, as presented in the **NatAlli Research** findings, which identified key challenges and opportunities for highly educated Ukrainian women.

Design of the NatAlli Mentoring Programme

Translating research findings into structured mentoring components, as reflected in the **NatAlli Toolkit and Modules**.



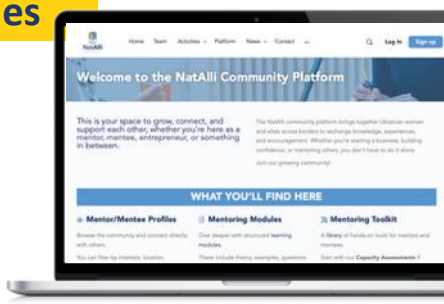
Development of mentor training approaches, tools, and capacity-building methodologies



As outlined in the NatAlli **Train the Trainer manual** , strengthening mentors' psychological awareness, cultural competence, and structured facilitation skills.

Implementation and evaluation of the NatAlli Bootcamp and mentoring activities

Including insights generated through the **Natalli Community Platform** and pilot activities, providing practical evidence on what supports sustainable mentoring relationships in crisis contexts.



Building on the outcomes and experiences generated throughout the NatAlli project, **the NatAlli Blueprint provides a structured and transferable approach to**:

01 Strengthen mentoring relationships grounded in trust, empathy, and shared agency

02 Support individuals navigating crisis, displacement, or major transitions

03 Build organisational capacity to deliver inclusive, trauma-informed learning environments

04 Enable mentors and mentees to co-design future pathways

05 Offer a reflective space for developing skills essential for sustainable societies: resilience, leadership, collaboration, adaptability, and intercultural competence

This **Blueprint is designed** not as a **fixed programme manual**, but as a sustainability-oriented framework adaptable to different institutional realities. It can be applied (but not restricted) within:

01 Mentoring programmes

02 Peer tutoring and lifelong learning initiatives in higher education institutions (HEIs)

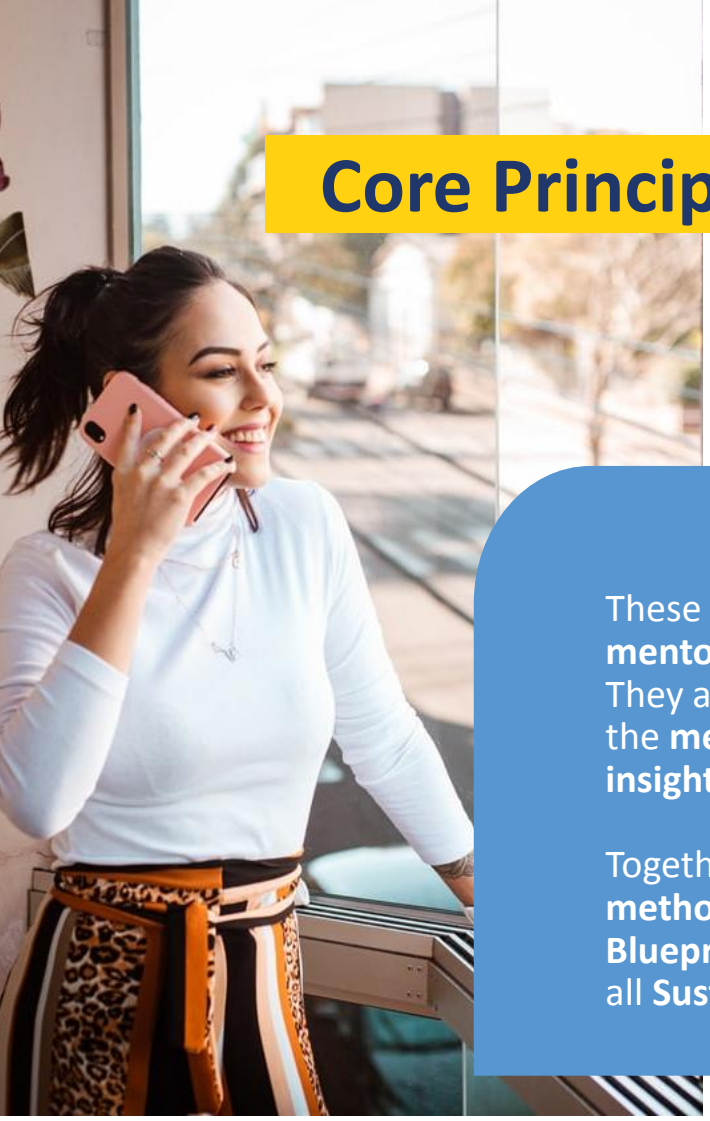
03 Community-based support and integration initiatives

04 Entrepreneurship and innovation ecosystems

05 Change management and organisational development processes

By integrating research evidence, programme design experience, mentor training insights, and implementation learning, this Blueprint positions mentoring as a strategic instrument for societal resilience, regeneration, and inclusive development in times of crisis.





Core Principles

02

These **principles** underpin all **NatAlli-inspired mentoring** and **capacity-building** activities. They are derived from the **empirical findings**, the **mentoring design**, the **mentor training insights**, and the **implementation experience**.

Together, they form the **ethical and methodological foundation** of the **Sustainability Blueprint** and ensure **coherence** across all **Sustainability Pathways**.

2.1 Human-first & Trauma-informed

NatAlli mentoring recognises that crisis, displacement, and major transitions are not neutral events but deeply disruptive life experiences affecting professional identity, psychological stability, and social belonging.

In practice, this principle is reflected in the following key mentoring approaches:

01 Recognise displacement, crisis, or transition as deeply disruptive experiences

02 Avoid “toxic positivity”; balance hope with realism

03 Allow time for stabilisation before pushing for outcomes

04 Prioritise emotional safety, validation, and agency

This principle is grounded in the research findings highlighting psychological strain, uncertainty, and identity disruption among highly educated Ukrainian women. Mentoring therefore begins with stabilisation and trust-building before focusing on performance or output.

2.2 Equality & Non-Hierarchy

NatAlli rejects deficit-based approaches. Highly educated Ukrainian women bring expertise, leadership experience, and professional identities that must be recognised and respected.

In mentoring practice, this means:

01 Mentoring is a partnership, not an expert–novice dynamic

02 Acknowledge mentees' past expertise, leadership, and identities

03 Co-create agendas and goals

This principle reflects the project's commitment to agency and shared ownership. Sustainable mentoring relationships emerge when power dynamics are transparent and collaborative rather than hierarchical.



2.3 Cultural Humility

Mentoring in transnational and crisis contexts requires continuous reflection on cultural assumptions and communication norms.

In practical terms, this involves:

01 Explore how culture shapes communication, confidence, and expectations

02 Adapt mentoring styles to the mentee's comfort

03 Avoid assumptions; use open-ended questions

Feedback from stakeholders and participants emphasised that language barriers, professional recognition differences, and varying communication styles significantly shape mentoring dynamics. Cultural humility is therefore treated as an ongoing learning process rather than a fixed competence.





2.4 Flexibility + Structure

Effective mentoring balances empathy with clarity. While crisis contexts demand sensitivity, sustainable progress requires structured scaffolding

This principle is operationalised through the following practices:

01 Combine empathy with practical scaffolding

02 Use small, achievable steps (e.g., 30/60/90-day plans; see **NatAlli Toolkit**

03 Adjust communication channels to what feels safe and familiar

The NatAlli Toolkit provides structured templates and facilitation tools that translate this principle into practice, ensuring mentoring remains both supportive and outcome-oriented.

2.5 Networks & Reconnection

A central insight of NatAlli is that network loss is one of the most significant consequences of displacement. Mentoring must therefore extend beyond one-to-one conversations toward ecosystem reconnection.

This translates into the following key actions:

01 Facilitate access to meaningful networks, not just information

02 Encourage peer groups, community engagement, and transnational ties

03

Blueprint for Designing Mentoring & Peer-Learning Programmes



This section translates insights gained through **NatAlli's practical implementation** including:

- The NatAlli community platform
- The online "Mentoring for Resilience" workshop
- The in-person "Mentoring to Thrive" event
- Practical guidance for organisations wishing to design their own mentoring or peer-learning activities.

The key lesson is simple:
good mentoring programmes are not built through mass communication or complex documentation. They are built through trust, clarity, and thoughtful facilitation.

3.1 Recruitment & Outreach

One of the clearest findings from NatAlli implementation was that trusted networks outperform open calls.

When invitations were shared through known organisations, advocacy groups, universities, and personal contacts, participation was more committed and discussions were more meaningful. This was particularly visible in the development of the NatAlli Community Platform and in both workshops.

Key Principles:

- Use trusted networks rather than relying solely on open calls
- Personal invitations increase commitment and relevance
- Engage organisations already supporting your target groups (e.g., local migrant-support organisations, refugee integration initiatives, or community-based education programmes)
- Recruitment is not a marketing exercise. It is the first step in relationship-building

Actions:

- Map local ecosystem actors working with your target group
- Build partnerships with NGOs, HEIs, municipalities, advocacy groups, and social enterprises
- Use relational outreach rather than mass communication platforms
- Where possible, involve former participants as ambassadors

The goal is not to attract the largest possible audience, but the right one.

3.2 Preparation & Onboarding

Preparation shapes the tone of the entire programme.
In NatAlli activities, participants engaged more confidently when expectations were clear and materials were accessible.

Key Principles:

- Provide short, accessible pre-reading rather than long reports
- Share scenarios or prompts in advance so participants can reflect at their own pace
- Avoid jargon and heavy institutional language
- Ensure participants understand the purpose of the session and their role as co-creators

When people know why they are there and feel that their experience matters they participate differently.

Actions:

- Send personalised welcome messages
- Offer platform access early to reduce technical uncertainty
- Provide multilingual or simplified materials where needed
- Clarify time commitment and session structure upfront

Effective onboarding creates psychological safety before the workshop even begins.

3.3 Workshop Design (Online or In-Person)

Both online and in-person formats proved effective when carefully structured and human-centred.

A. Structure

A **90–120 minute online workshop** or a **half-day in-person session** can follow a simple but effective structure:

01 Welcome & Check-in
02 Context Setting (why mentoring matters in this specific context)
03 Platform or Tool Demonstration (if relevant)
04 Module Walkthrough (short and focused)
05 Scenario-Based Breakouts
06 Plenary Reflection
07 Networking or Informal Exchange

The presentations should be concise. The real learning happens in the breakouts and shared reflection.

B. Facilitation Style

The tone of the session matters as much as the content.

01 Warm, informal, and human-centred
02 Encourage participation without pressure
03 Use storytelling and lived experience to ground discussion
04 Keep presentations short; prioritise dialogue
05 Model equality and non-hierarchy in how you speak and listen

Facilitators are not performers. They are space-holders.

C. Group Size

From our experience:

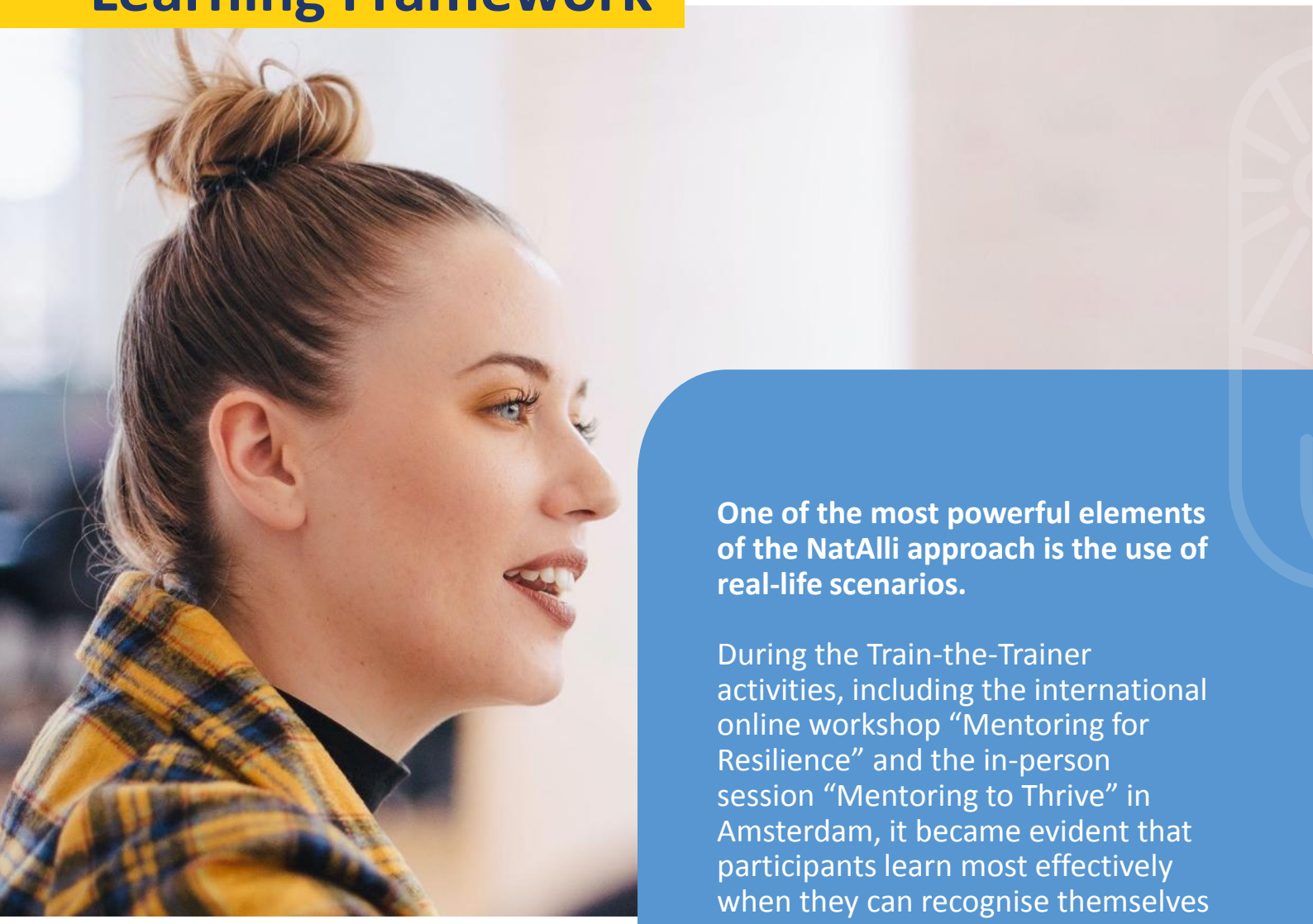
01 4 - 5 people per breakout room works best online
02 15 - 25 participants is ideal for in-person workshops

Smaller groups increase trust, allow quieter voices to emerge, and create space for real exchange.

The **Blueprint** for **Designing Mentoring & Peer-Learning Programmes** is intentionally flexible. Organisations are encouraged to adapt duration, intensity, and format to their context while preserving the core principles of human-first mentoring, equality, cultural humility, structure with flexibility, and network reconnection.

04

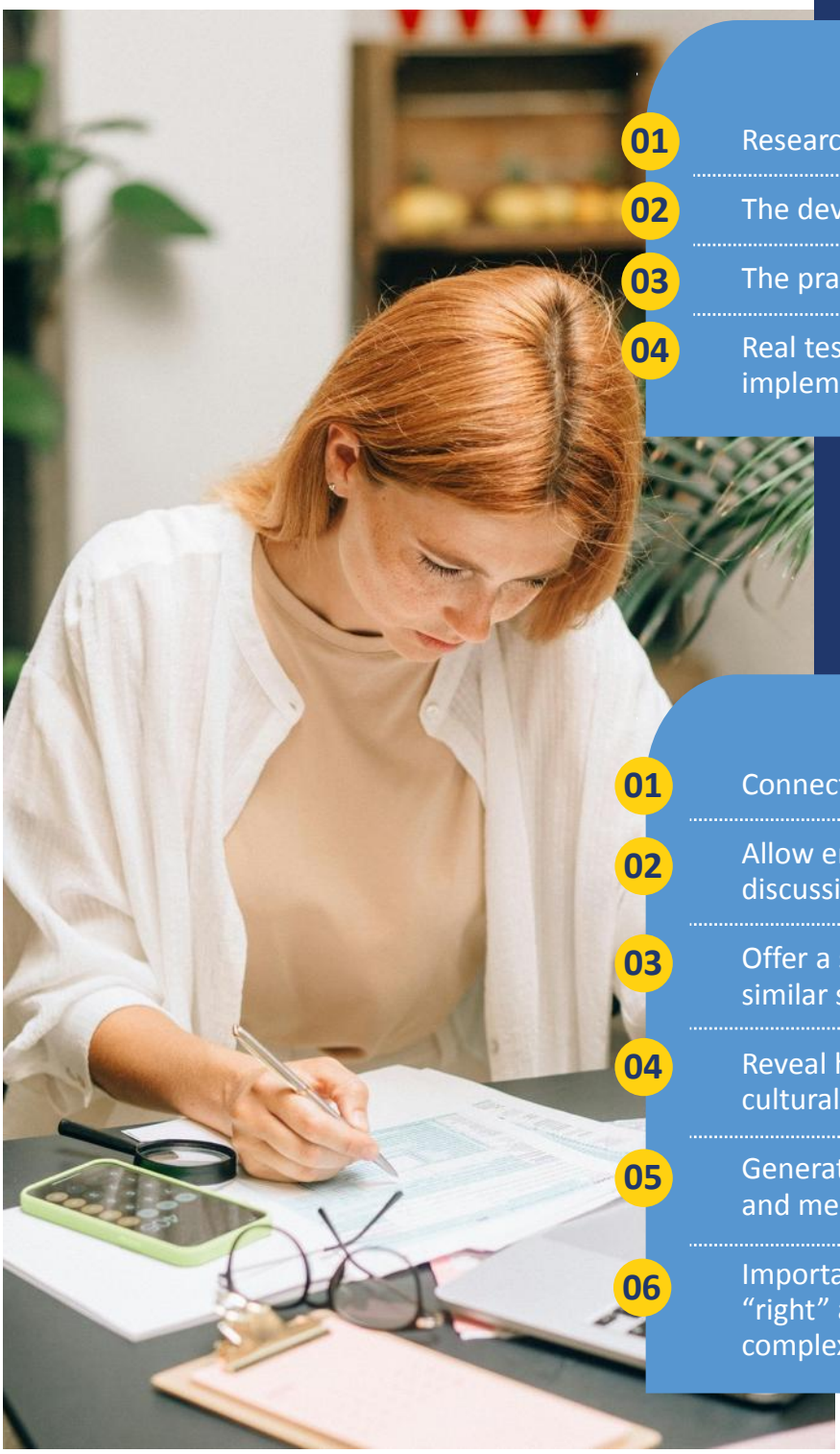
Scenario-Based Learning Framework



One of the most powerful elements of the NatAlli approach is the use of real-life scenarios.

During the Train-the-Trainer activities, including the international online workshop “Mentoring for Resilience” and the in-person session “Mentoring to Thrive” in Amsterdam, it became evident that participants learn most effectively when they can recognise themselves in the situations being discussed.

*Scenarios help move mentoring from theory into lived reality. They invite mentors to pause, reflect, and ask: **“What would I actually do here?”***



Scenario-based learning in NatAlli grew out of:

01 Research interviews and foresight work

02 The development of the four mentoring modules

03 The practical mentoring toolkit

04 Real testing, discussion, and feedback during implementation

Within the NatAlli approach, it was observed that scenarios are particularly effective because they:

01 Connect learning to real experiences

02 Allow emotional engagement, not just intellectual discussion

03 Offer a safe space to test responses before facing similar situations in real life

04 Reveal hidden assumptions, power dynamics, and cultural blind spots

05 Generate insights that can improve future training and mentoring practice

06 Importantly, scenarios are not about finding the "right" answer. They are about exploring complexity together.

4.1 Scenario Themes – Rooted in the NatAlli Modules

The scenarios used in NatAlli workshops were aligned with the four core ***mentoring modules*** and reflect recurring challenges voiced by Ukrainian women and mentors throughout the project. Rather than being prescriptive, these themes serve as entry points for reflection on mentoring practice across different contexts. For a detailed description of the modules and scenario content, see the NatAlli ***Train the Trainer Manual*** and ***Toolkit***.



4.2 How Scenario Work Was Structured

Scenario-based sessions in NatAlli followed a simple and adaptable structure designed to foster participation, reflection, and exchange. Participants engaged with scenarios in small groups, supported by facilitators, and then shared insights in plenary discussions. Guiding questions focused on realism, relational dynamics, and underlying cultural, emotional, and structural factors. For detailed facilitation guidance and session design, refer to the NatAlli ***Train the Trainer Manual***.

4.3 Language, Safety, and Inclusion

NatAlli implementation highlighted the importance of language accessibility and psychological safety in mentoring environments. Participation is shaped not only by knowledge, but also by confidence, language fluency, and group dynamics. To support inclusive engagement, mentoring and training formats should incorporate flexible communication approaches and create space for different forms of participation. Practical recommendations and facilitation strategies are further elaborated in the NatAlli ***Train the Trainer Manual***.

4.4 Learning as a Feedback Loop

Scenario-based learning in NatAlli also functioned as a feedback mechanism. Insights emerging from discussions informed the ongoing refinement of mentoring modules, tools, and programme design. In this way, training and implementation were closely connected, allowing the programme to remain responsive to participants' evolving needs across different contexts.

4.5 What This Means for Trainers

For trainers and facilitators, scenario-based learning requires thoughtful preparation, facilitation, and follow-up. Rather than providing fixed answers, this approach supports reflective practice, strengthens mentors' confidence in navigating complex situations, and reinforces the relational nature of mentoring. Detailed guidance for trainers, including preparation steps and facilitation tools, is provided in the NatAlli ***Train the Trainer Manual***.



05

Strengthening Mentor – Mentee Relationships

At the heart of NatAlli is the mentoring relationship. In crisis and transition contexts, mentoring extends beyond career guidance and becomes a stabilising, trust-based partnership. Many participants navigated disrupted careers, loss of professional identity, and unfamiliar systems.

In this context, mentoring supports not only **professional development** but also **orientation, confidence-building, and reconnection.**

5.1 Building Trust and Psychological Safety

Trust develops through consistency, clarity, and attentive listening. Mentoring relationships require time, particularly in crisis contexts where readiness for action may vary significantly. Psychological safety enables mentees to express uncertainty, hesitation, and concerns without fear of judgement. This forms the foundation for any further development. (For practical mentoring behaviours and facilitation techniques, see the NatAlli ***Train the Trainer Manual***)

5.2 Restoring Confidence and Professional Identity

Mentoring plays a key role in supporting the reconstruction of professional identity and confidence after disruption. This involves recognising prior experience, making progress visible through achievable steps, and supporting the development of a coherent professional narrative across contexts. Detailed methods and examples of this process are provided in the NatAlli ***Train the Trainer Manual***.



5.3 Equality and Shared Agency

NatAlli mentoring is grounded in non-hierarchical relationships that recognise mentees as experienced professionals with valuable expertise. Sustainable mentoring relationships are based on shared responsibility, transparency, and co-created goals rather than directive guidance.

5.4 Navigating Systems Without Taking Over

Mentoring often involves supporting mentees in understanding new institutional, professional, and entrepreneurial environments. The role of the mentor is to enable orientation and informed decision-making, while maintaining the mentee's autonomy and avoiding dependency. Further practical approaches to this balance are outlined in the **NatAlli Train the Trainer Manual.**

5.5 Culture, Communication, and Voice

Cultural norms and communication styles shape how confidence, participation, and professional identity are expressed. Mentoring therefore requires sensitivity to different forms of expression and an awareness of implicit power dynamics within intercultural contexts. Detailed scenario examples and facilitation approaches can be found in the **NatAlli Train the Trainer Manual.**

5.6 Networks as Relationship Extension

Displacement often disrupts professional and social networks. Mentoring can support reconnection by facilitating access to communities, peer groups, and relevant ecosystems. Rather than focusing solely on information exchange, mentoring relationships can act as bridges to broader networks and opportunities. (For practical strategies and examples, see the **NatAlli *Train the Trainer Manual*)**



06

Practical Tools for Mentors & Facilitators

While mentoring relationships are central, they are strengthened by simple, consistent structures that help translate reflection into action. **Within NatAlli, a set of practical tools proved effective across different contexts and formats.**

Rather than being prescriptive, these tools function as flexible supports that can be adapted to organisational needs and participant profiles. Detailed templates and step-by-step guidance are provided in the **NatAlli Toolkit** and **Train the Trainer Manual.**

6.1 Action Planning

Breaking down complex transitions into manageable steps supports motivation and makes progress visible. Short-term planning horizons can help structure mentoring processes while allowing flexibility and adaptation over time.

6.2 Communication Adaptation

Accessible and flexible communication is essential in transnational and multilingual mentoring environments. Adapting communication formats to participants' preferences and comfort levels supports inclusion and engagement, particularly where language confidence varies. Practical strategies for inclusive communication are outlined in the NatAlli ***Train the Trainer Manual***.

6.3 Referral Awareness and Boundaries

Mentoring operates within clear boundaries. Recognising the limits of the mentoring role is essential for maintaining trust and sustainability. Organisations should ensure that mentors are aware of relevant support services and are able to signpost appropriately when needed. Further guidance on boundaries and ethical considerations is provided in the NatAlli ***Train the Trainer Manual***.

07

Capacity-Building for Organisations & HEIs

The **Blueprint** supports organisations in **strengthening relational capacity** — the ability to **foster trust, collaboration**, and **inclusive support structures** in times of **uncertainty and change**. Although **NatAlli** was developed in response to the **displacement** of highly educated Ukrainian women, its approach is **intentionally transferable** across different **institutional and societal contexts**.



7.1 Applications in Higher Education Institutions (HEIs)

Higher education institutions are increasingly navigating complex and overlapping challenges, including displacement, diversity, and evolving labour market demands. The NatAlli approach can support HEIs in embedding mentoring and peer-learning practices as part of institutional culture, rather than as isolated initiatives.

This may include integrating relational mentoring into student support systems, peer learning formats, and staff development approaches. For concrete implementation formats and training approaches, refer to the **NatAlli Train the Trainer** manual and **NatAlli toolkit**.

7.2 Organisational Change Applications

Beyond education, mentoring can also function as a relational approach to organisational change. In contexts of transition - such as internationalisation, restructuring, or crisis response - mentoring can support dialogue, shared understanding, and adaptive capacity. By fostering non-hierarchical exchange, reflective practice, and incremental progress, mentoring contributes to more resilient and inclusive organisational cultures.

08

Reflective Pathways for Sustainable Societies





Beyond tools, workshops, and mentoring cycles, the **NatAlli Blueprint invites a deeper reflection**. It asks individuals and organisations to pause and consider what kind of societies we are building especially in times shaped by crisis, displacement, and rapid change.

Throughout the project, certain questions kept returning. They are not technical questions.

They are ethical and relational ones:

01 How do we support people through crisis while preserving dignity and agency?

02 What skills truly matter for resilient, inclusive communities?

03 How can mentoring cultivate leadership, empathy, and collaboration – not just employability?

04 How do we design systems that recognise diverse experiences and strengths rather than focusing only on deficits?

These reflections move the Blueprint from a programme model to a societal lens.

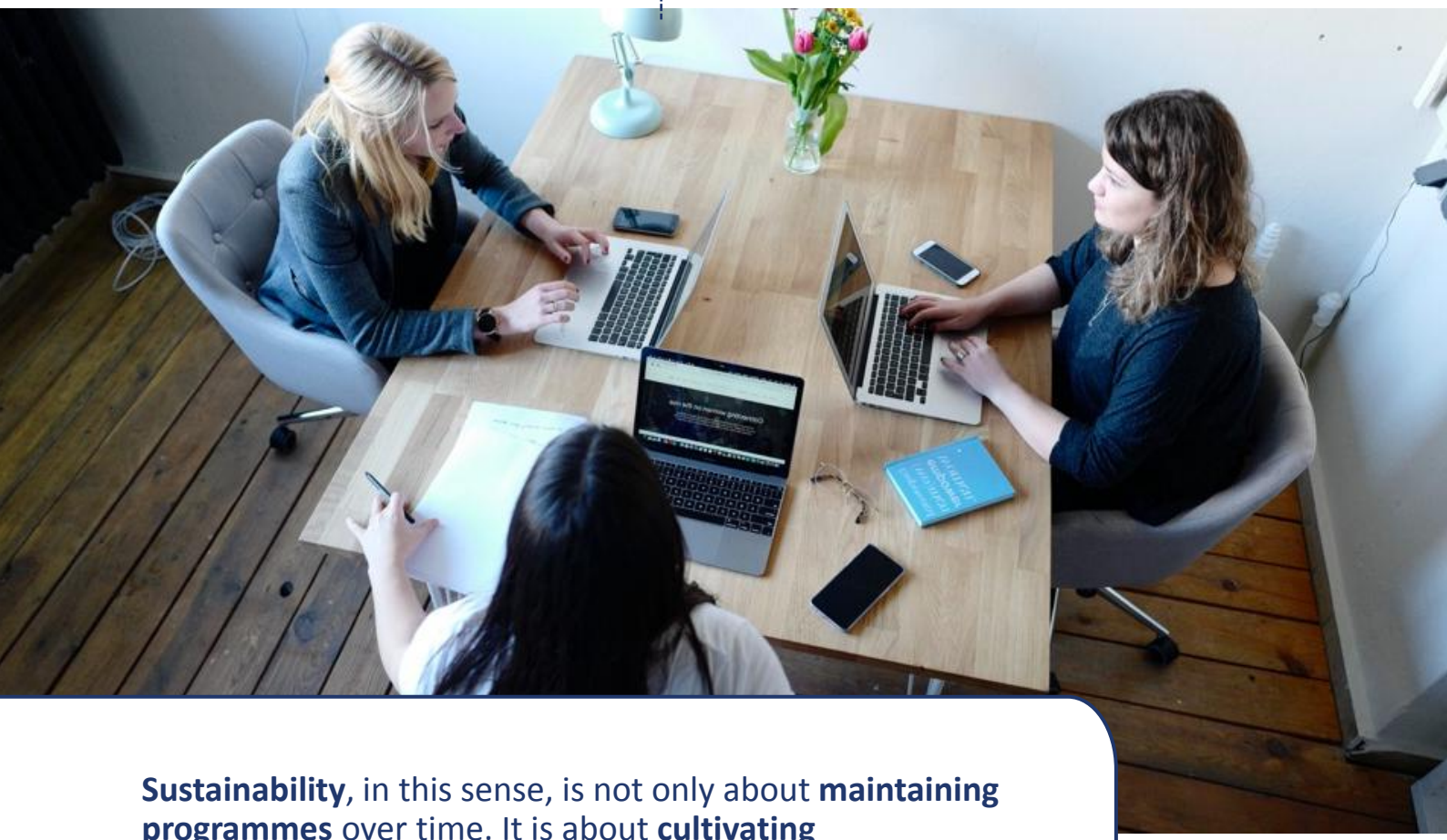
When individuals and organisations engage seriously with these questions, **they begin to shape future pathways** that are:

01 **More equitable** – because power and opportunity are shared more consciously

02 **More connected** – because networks replace isolation

03 **More human-centred** – because lived experience informs design

04 **More resilient** – because people and institutions learn how to adapt without losing their values



Sustainability, in this sense, is not only about **maintaining programmes** over time. It is about **cultivating cultures** of **mentoring**, **reflection**, and **shared responsibility** that can **endure** beyond any single project. The **NatAlli Blueprint** ultimately encourages us to see mentoring not as a temporary intervention, but as a **practice of building societies** where **recognition**, **agency**, and **collaboration** are part of **everyday life**.

09

Sustainability Roadmap: From Pilot Action to Institutional and Cross-Sector Transfer



In response to the need for a **clearer short-, medium-, and long-term vision** for sustainability, the **NatAlli Sustainability Blueprint** is complemented by a **phased roadmap**.

This roadmap outlines how the project's **approaches and learning** can evolve over time - from **pilot implementation** to **Institutional embedding** and **wider cross-sector transfer.** It defines:

01 **Strategic Goal**

02 **Responsible Actors**

03 **Key Resources**

04 **Success Markers**

Across different time horizons, providing a structured vision for sustaining and scaling NatAlli outcomes beyond the project lifecycle.

Sustainability Roadmap

	0 - 12 months	1-3 years	3-5 years	5 Years +
01 Strategic Goal	Pilot and validate the NatAlli approach	Embed NatAlli methods into institutional practice	Scale and transfer across wider networks	Position NatAlli as a transferable model for resilient and inclusive mentoring ecosystems
02 Responsible Actors	Partner HEIs, project partners, mentor pool, facilitators	HEIs, innovation centres, community organisations, support units, trained facilitators	Associated partners, HEI networks, community actors, dissemination partners, European stakeholders	HEIs, project legacy networks, practitioners, future project consortia
03 Key Resources	NatAlli Toolkit, Train-the-Trainer Manual, Sustainability Blueprint, pilot mentor/facilitator pool, community platform	Training modules, internal staff capacity, organisational guidelines, dissemination materials	Open educational resources, licensing framework, dissemination strategy, partnership networks, case studies	Open-access resources, alumni/facilitator communities, strategic partnerships
04 Success Markers	At least 3 pilot implementations completed; user feedback collected; initial adaptations documented; first sustainability lessons integrated into the Blueprint	NatAlli-inspired methods formally adopted in partner or associated organisations; mentoring included in regular institutional practice; internal staff trained to continue delivery	NatAlli approach transferred to institutions or organisations; evidence of adaptation beyond the original consortium; cross-sector use documented	Continued use of NatAlli resources beyond project lifetime; legacy partnerships sustained; NatAlli recognised as a reference model for mentoring in crisis and transition contexts

Closing & Call to Action

10

The **NatAlli Sustainability Blueprint** is the result of shared effort researchers, mentors, facilitators, Ukrainian women, partner organisations, and ecosystem actors learning together across borders.

It is not a finished product to be replicated mechanically.
It is an invitation.





01 An invitation to:

- Hold space for dignity in times of crisis
- Design mentoring relationships grounded in equality and trust
- Build institutions that listen before they prescribe
- Support leadership that grows from lived experience
- Choose collaboration over hierarchy

02 For Mentors:

This means committing to presence, reflection, and shared agency.

03 For organisations and HEIs:

It means embedding mentoring into culture as a structural practice.

04 For Communities:

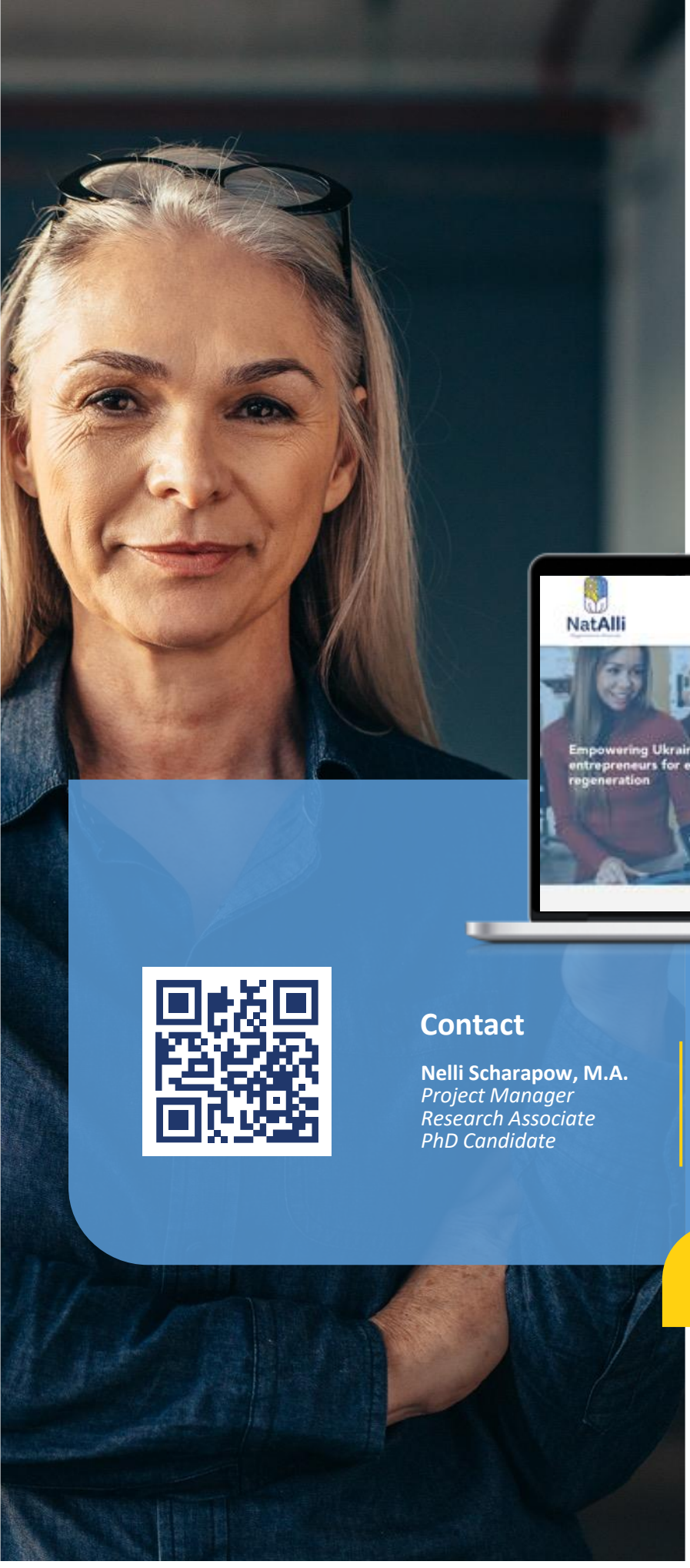
It means recognising that rebuilding after crisis is not only about infrastructure or employment. It is about restoring confidence, connection, and voice.

05 Organisations adapting this Blueprint are encouraged to:

- Start small, but start intentionally
- Work through trusted networks
- Invest in facilitator preparation
- Capture learning continuously
- Share insights openly to strengthen collective knowledge

06 Sustainable Societies:

Sustainable societies are not built through large declarations alone. They are built through consistent, relational practice. Mentoring when grounded in empathy, structure, and shared responsibility, becomes one of the quiet but powerful ways we shape those societies.



NatAlli

Regenerative Alliances



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