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UNITE

UKRAINIAN NEWCOMERS'
INTEGRATION TOWARDS EMPLOYMENT

Adjusted Methodology Toolbox

Final version following piloting in Sweden, Germany, Austria and Poland

Ukrainian Newcomer's Integration Towards Employment

A practical selection of the UNITE tools and approaches that proved most useful during implementation, informed by national adaptation, piloting experience and stakeholder feedback.

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How to use this Toolbox

This is not a course that every participant must complete from beginning to end. It is a practitioner guide. Start with assessment, agree on a small number of priorities, select only the support that is relevant, follow progress, and connect the participant to the next realistic opportunity.



1. Purpose and basis of the adjusted Toolbox

The original UNITE Methodology Toolbox brought together mentoring procedures, assessment, skills development, labour-market matching, health promotion and social inclusion. During implementation, partners adapted these elements to Sweden, Germany, Austria and Poland. The adjusted version is the next step: it uses experience from the pilots and feedback from national UNITE Hubs to retain the approaches that were most useful in practice.

The final Toolbox therefore has a different function from the four national adaptations. National versions remain useful sources for country-specific systems, services, language resources and labour-market information. This document provides the common methodological core that another organisation can understand and apply without reading every national Toolbox.

The approach remains based on individual mentoring. Assessment and planning are connected to practical competence development, labour-market exposure, social orientation and well-being. The mentor is not expected to deliver every form of support personally. A central part of the methodology is knowing when to use another specialist, service, employer, education provider or community organisation.

What is retained from the original UNITE methodology?

Individual mentoring as the organising relationship.

Assessment of the participant's starting point, strengths, needs and goals.

Individual planning rather than a fixed curriculum.

Skills development selected according to need.

Matching with employers, education and other concrete opportunities.

Attention to health, confidence, social inclusion and independence.

Regular progress tracking and review.

What is different in the adjusted version? The material is organised around one clear participant pathway and a small set of core tracking tools. Country-specific content is used as examples, not reproduced in full.



2. What we learned from piloting and Hub consultations

The four pilots confirmed the value of a common methodology, but they also showed why implementation needs flexibility. Participants differed in professional background, language level, familiarity with the host-country system, family situation, confidence, health, networks and readiness for direct employer contact.

Lesson 1 - Different starting points require different pathways

A participant with limited host-country language and little knowledge of local systems may first need language support, social orientation and intensive mentoring. A participant with recognised professional experience and stronger language skills may mainly need validation, networking, interview preparation or targeted employer contacts.

Lesson 2 - Assessment must lead to action

Self-assessment is useful only when the results are translated into a small number of priorities. The Learning Agreement provides this bridge between reflection and action.

Lesson 3 - Progress needs to be visible

Participants and mentors benefit from a simple tracking chain. The Spider Graph shows the participant's own view of development; the Learning Agreement records objectives; the Learning Diary records what happens between assessment points.

Lesson 4 - Practical exposure matters

The pilots used interviews, employer contacts, job fairs, networking, workplace communication, job shadowing and internships or other work-based exposure. Preparation is stronger when it leads to a real next step.

Lesson 5 - Small barriers can block progress

A phone call, formal email, unfamiliar recruitment convention or uncertainty about an authority can become a major barrier. Mentoring is valuable because these concrete issues can be worked through safely and individually.

Lesson 6 - Mentors need boundaries and referral routes

Stress, health, legal status, qualification recognition and family or social issues may influence employment progress. The mentor should notice these factors, but specialised needs should be referred to competent services.



Lesson 7 - The Toolbox must be easy to navigate

Hub feedback supported keeping the common methodology while making it easier to select tools. The final version therefore prioritises a simple implementation map over adding more content.

3. The UNITE participant pathway

ASSESS → PLAN → SUPPORT → TRACK → CONNECT → REVIEW

The pathway is sequential enough to give structure, but flexible enough to respond to change. A participant may return to assessment or planning if circumstances change, a new opportunity appears, or an agreed goal is no longer relevant.

Step	Main question	Core tool or action	Expected result
1. Assess	Where is the participant now?	Initial mapping + Spider Graph	Shared understanding of strengths, needs and barriers
2. Plan	What should change first?	Learning Agreement	2-3 realistic priorities and responsibilities
3. Support	What will help this participant progress?	Selected mentoring/training activities	Targeted competence or confidence development
4. Track	What is changing?	Learning Diary + review	Continuity and visible progress
5. Connect	What real opportunity comes next?	Employer, network, education, internship or referral	Practical exposure and next step
6. Review	What has changed and what continues?	Repeat Spider Graph + goal review	Progress reflection and exit/continuation plan

Important: The pathway is not a checklist of services. The mentor and participant decide together which elements are necessary.



4. Step 1 - Assess individual needs

The initial assessment should create a useful picture of the participant rather than collect information for its own sake. It combines the participant's own assessment with a structured mentoring conversation.

Tool 1 - Initial mapping conversation

Purpose	When to use
Understand the participant's current situation, existing resources, immediate barriers and goals.	At intake or during the first mentoring meeting.

How to use it

Explain the purpose of the conversation and how the information will be used.

Ask about previous education, work experience and informal competences.

Discuss current language use, digital confidence and experience of job searching in the host country.

Explore current responsibilities or barriers that affect participation.

Ask what the participant wants to achieve in the short and medium term.

Summarise the main strengths and needs together and identify the areas that should be explored through the Spider Graph or Learning Agreement.

Practice notes

Avoid assuming that all newcomers need the same support.

Do not turn the intake into an interrogation; prioritise information that will affect the mentoring pathway.

Where a sensitive issue appears, clarify whether the participant wants practical referral rather than expecting the mentor to solve it.

Suggested mapping domains

Domain	Questions to explore
Professional background	What work has the participant done? Which tasks, responsibilities and achievements are transferable?



Education and qualifications	What education or certificates exist? Is recognition or further study relevant?
Language and communication	Which languages are used confidently? In which work or everyday situations is communication difficult?
Digital skills	Can the participant use job portals, email, online forms, video meetings and common workplace tools?
Labour-market orientation	Does the participant understand recruitment practices, employment services and realistic entry routes?
Networks and social participation	Does the participant have contacts outside the immediate family/community? Where could new contacts be built?
Well-being and practical stability	Are stress, isolation, health, childcare or other practical issues affecting progress?
Goals and motivation	What would meaningful progress look like in the next 1-3 months?

Tool 2 - UNITE Spider Graph self-assessment

Purpose	When to use
Support structured self-reflection and provide a repeatable picture of progress.	At the beginning and end of mentoring; optionally at an intermediate review.

How to use it

- Introduce the Spider Graph as a self-assessment, not a test.
- Let the participant choose their own score. Clarify wording when needed without suggesting the answer.
- Review the resulting profile together.
- Ask which scores feel most important to the participant and why.
- Use the discussion to identify priorities for the Learning Agreement.
- Repeat the assessment under comparable conditions near the end of mentoring and discuss changes.

Practice notes

A score is subjective and should be interpreted together with the participant's explanation.

A small numerical change can still represent important practical progress.



Do not compare participants against each other; use the tool to support individual reflection.

Online UNITE Spider Graph: https://reveal-eu.org/survey/unite_en or similar tools.

5. Step 2 - Agree individual goals

The Learning Agreement is the central planning tool. It turns assessment into a shared plan and clarifies responsibility. The participant remains active: mentoring is support for action, not action done on the participant's behalf.

Tool 3 - Learning Agreement

Purpose	When to use
Translate needs and ambitions into concrete learning and development objectives.	After initial assessment; review whenever priorities change.

How to use it

- Select two or three priorities that matter most now.
- Describe each objective in practical terms.
- Agree activities or tasks the participant will carry out.
- Agree the support the mentor will provide.
- Identify possible obstacles and what can be done if they occur.
- Agree how the participant will recognise progress or completion.
- Review the agreement regularly and update it when circumstances change.

Practice notes

Goals should be meaningful to the participant, not chosen only because a service is available.

Avoid too many simultaneous objectives.

An objective can concern employment, education, language, confidence, networking, digital independence or navigation of local systems.

Examples of useful goal formulation

Too broad	More useful
Improve my language skills	Practise introducing my professional experience in language skills and use it in two networking or



	employer conversations.
Find a job	Identify five relevant employers, adapt the CV for the target role and complete at least two employer contacts.
Understand Sweden/Germany/Austria/Poland better	Identify the services relevant to my education/employment situation and complete the next required contact or application.
Become more confident	Prepare and practise one interview scenario and complete one real recruitment-related action independently.
Improve digital skills	Create/update a professional profile, use a relevant job portal and submit an online application without assistance.

6. Step 3 - Select support according to individual needs

UNITE combines several support areas, but the adjusted Toolbox treats them as a menu. The assessment and Learning Agreement determine what should be selected. The examples below were retained because they were repeatedly useful across national implementation.

Support area	Typical need	Examples of support
Language and workplace communication	Participant can communicate generally but struggles in professional situations	Professional self-presentation, workplace vocabulary, phone calls, emails, interview practice
Job-search and recruitment	Participant is ready to apply but needs to understand recruitment	CV/application adaptation, interview preparation, LinkedIn/networking, recruitment conventions
Validation and qualification pathways	Participant has prior education/experience that is not understood or recognised	Competence mapping, qualification recognition information, portfolio/evidence, alternative pathways
Social orientation	Participant is unsure how systems and everyday institutions work	Practical guidance on employment, education, healthcare, rights/obligations and



		local services
Digital skills	Digital barriers reduce independence	Email, online forms, job portals, video meetings, digital public services, online applications
Self-leadership and well-being	Stress, low confidence or unclear priorities affect progress	Goal setting, obstacles/resources, routines, stress awareness, confidence-building and referral
Matching and networking	Participant needs contact with real opportunities	Employer contacts, job fairs, networking, internships/job shadowing, further education

7. Best practice module - Language and workplace communication

Language support was most useful when connected to a real situation rather than treated as a separate academic subject. Across the pilots, participants practised presenting professional experience, preparing for interviews, making calls, writing formal messages and communicating in workplace settings.

Practice 7.1 - Professional self-presentation

Ask the participant to describe their experience in the language in which they can express it most accurately. Identify the key professional facts: role, tasks, responsibilities, results, tools and sector vocabulary. Create a shorter version suitable for an employer or networking conversation in the host-country language. Practise aloud. Focus first on clarity, then on language accuracy. Use the same presentation in a real or simulated networking/employer situation.

Practice 7.2 - Interview communication

Choose questions connected to the participant's actual target role. Practise explaining transferable experience rather than memorising generic answers. Give concrete feedback on clarity, examples and confidence. Include practical conventions: greeting, timing, follow-up, asking questions and closing the interview. Where language anxiety is high, repeat the same scenario until the participant can manage it more independently.



Practice 7.3 - Small real-life communication steps

Some participants need support with tasks that appear small but can block progress: making a first phone call, writing a formal email, contacting an employer or asking a question at an event. Mentors can prepare the wording, rehearse the situation and, when appropriate, remain nearby during the first attempt. The aim is to reduce support over time so that the participant can repeat the task independently.

Transferable lesson: Language development, confidence and employability often progress together when communication is practised in situations that matter to the participant.

8. Best practice module - Job-search and recruitment

The pilots combined group workshops with individual follow-up. This allowed general information about recruitment to be immediately applied to the participant's own CV, application, interview or employer contact.

Practice 8.1 - CV and application clinic

- Choose one realistic vacancy or target role.
- Identify the requirements that match the participant's experience.
- Remove or explain information that a local employer may not understand.
- Strengthen evidence: tasks, responsibilities, achievements, tools and results.
- Adapt the profile/summary and selected experience to the target role.
- Check language and formatting only after the content is clear.
- Agree one real application or employer contact as the next step.
-

Practice 8.2 - Interview preparation cycle

Before	During practice	After
Research employer and role; identify likely questions; prepare 3-4 examples	Simulate interview; practise concise examples; discuss local conventions	Record two strengths and two improvements; repeat difficult questions; agree follow-up action



Practice 8.3 - Networking as a job-search method

Map existing contacts: former colleagues, professional associations, community networks, LinkedIn contacts, project partners.

Identify one professional event, job fair, language café or sector network relevant to the participant.

Prepare a 30-60 second introduction and two questions.

Set a realistic goal for the event, such as three conversations rather than “find a job”.

Follow up with selected contacts after the event.

Good practice from piloting: Preparation before an event and reflection afterwards make job fairs and networking much more useful than attendance alone.

9. Best practice module - Validation and qualification pathways

Many newcomers have substantial education and professional experience but need help translating it into evidence that employers or education systems can understand. Validation should therefore begin with what the participant can do, not only with formal certificates.

Practice 9.1 - Competence evidence conversation

- Choose one previous role, study programme, volunteering activity or major life responsibility.
- Ask what the participant actually did, not only the title of the role.
- Identify knowledge, technical skills, communication, planning, problem-solving and responsibility.
- Ask for evidence where available: certificates, work samples, references, portfolios or descriptions of completed tasks.
- Translate the strongest competences into language suitable for CVs, interviews or recognition processes.
- Decide whether formal recognition, further education or direct employer matching is the most useful next step.



Practice 9.2 - Recognition is one route, not the only route

Formal recognition may be essential for regulated professions or further study, but it is not automatically the first step for every participant. The mentor should help clarify whether the target occupation requires recognition, whether additional education is needed, or whether the participant can use transferable competences in a related role while pursuing longer-term recognition.

Mentor boundary: Provide orientation and help the participant find the competent authority. Do not replace an official recognition decision.

10. Best practice module - Social orientation

Social orientation worked best when linked to questions participants were actually facing. Rather than delivering only broad information about the host country, mentors and trainers connected orientation to employment, education, healthcare, public services, family life, rights and obligations, and participation in local society.

Practice 10.1 - Question-led social orientation

Ask what system or situation is currently unclear.

Clarify what the participant already knows and what information is missing.

Identify the competent official or trusted source.

Explain the process in practical steps.

If possible, let the participant complete the next step themselves while the mentor supports.

Record the result and any follow-up in the Learning Diary.

Practice 10.2 - Building local independence

Where can the participant find reliable information independently?

Which local organisation can answer specialist questions?

Which community or professional network could reduce isolation or widen contacts?

Which public or education service is relevant to the participant's next goal?

What can the participant do themselves next time without mentor support?



11. Best practice module - Digital skills

Digital competence is closely connected to labour-market participation. Job portals, online applications, video interviews, digital public services and workplace communication can all become barriers when a participant lacks confidence or familiarity with local tools.

Practice 11.1 – Task-based digital support

Avoid teaching digital skills only as abstract functions. Choose a task the participant genuinely needs to complete.

Real task	Skills practised
Submit an online application	File management, upload, forms, email, attachments
Attend a video interview	Link access, microphone/camera, screen name, basic troubleshooting
Search vacancies	Keywords, filters, saving vacancies, evaluating requirements
Use professional networking	Profile editing, search, messages, privacy choices
Use a digital public service	Secure login, navigation, reading instructions, saving confirmation

Practice 11.2 – Demonstrate, repeat, transfer

- Mentor demonstrates once.
- Participant repeats with guidance.
- Participant repeats with minimal guidance.
- Participant completes a similar task independently.
- Record remaining difficulties and next practice task.



12. Best practice module – Self-leadership and well-being

Employment progress can be affected by stress, uncertainty, repeated rejection, isolation and the pressure of rebuilding life in a new country. UNITE does not turn mentors into therapists. Instead, it integrates realistic goal setting, confidence, routines, awareness of stress and appropriate referral into the employment pathway.

Practice 12.1 - Obstacles, resources and action

Question	Purpose
What is making this goal difficult right now?	Identify the actual barrier rather than assuming lack of motivation.
What resources do you already have?	Recognise strengths, contacts, experience and previous coping strategies.
What is within your control this week?	Move from a large problem to an achievable action.
Who else can help?	Identify referral, community or professional support.
What will be the next visible step?	Create momentum and a basis for follow-up.

Practice 12.2 - Support without overstepping

Listen and acknowledge that stress can affect concentration, memory, language performance and confidence.

Keep meetings predictable and give participants choices where possible.

Break large tasks into manageable steps.

Do not interpret temporary difficulty as lack of competence.

Refer serious or specialised psychological/health needs to qualified services.

Maintain clear boundaries about the mentor's role and availability.



13. Step 4 - Track progress

The adjusted Toolbox uses a simple connected tracking system. The purpose is both developmental and practical: it helps the participant see progress, helps the mentor maintain continuity, and provides evidence for reviewing the mentoring pathway.

Spider Graph → Learning Agreement → Learning Diary → Review → Repeat Spider Graph

The role of each tool

Tool	Main function	What it should not become
Spider Graph	Structured self-reflection at initial/final stages	A test or ranking of participants
Learning Agreement	Shared goals, participant tasks and mentor support	A fixed contract that cannot change
Learning Diary	Continuity between sessions and record of actions/next steps	A long narrative report after every meeting
Final review	Reflection on change and next independent steps	A simple administrative closure

Tool 4 - Learning Diary

Purpose	When to use
Maintain continuity and document practical progress.	At every or most mentoring sessions.



How to use it

- Record date and duration.
- Note the main points discussed.
- Review agreements/tasks from the previous session.
- Record relevant training or activities completed since the previous session.
- Agree concrete tasks or actions before the next meeting.
- Record the next topic or activity to follow up.

Practice notes

Keep entries short enough that mentors actually use the Diary.

Write actions in a way that can be reviewed at the next session.

Use the Diary to explain the story behind changes in self-assessment scores.

Suggested review questions every 4-6 weeks

Which agreed actions were completed?

What became easier?

What remains difficult?

Has the participant's main goal changed?

Is the current support still relevant?

Is a referral or employer/education connection now needed?

Which tasks can the participant now complete independently?



14. Step 5 - Connect participants to real opportunities

The matching stage links assessment and skills development to the labour market or further education. The participant may be ready for direct employment, or may need an intermediate step such as a networking conversation, job shadowing, internship, qualification recognition or further training.

**Assessment → Skills development → Employer/education contacts → Interview or work-based exposure →
Employment / education / next pathway**

Matching checklist

Is the target role realistic in the current situation?

Does the participant understand how their experience matches the role?

Are CV/application/profile materials ready?

Can the participant explain their experience in an interview or networking conversation?

Is qualification recognition required?

Which employers, networks, agencies or education providers are relevant?

Would a study visit, internship or job shadowing add value?

What will happen after the first contact?

Employer contact: mentor-supported, participant-owned

For some newcomers, the mentor or project team may initially open the door through an employer contact or project network. The aim, however, is not permanent dependence on the mentor. Preparation should gradually enable the participant to make and follow up contacts independently.

After every labour-market activity

- What happened?
- What did the participant learn?
- What feedback was received?



- What needs to be improved before the next opportunity?
- What is the next concrete action and by when?

15. Step 6 - Refer when specialised support is needed

A strong mentoring programme knows its limits. Participants may need services outside the mentor's competence. Referral is therefore part of the methodology, not a sign that mentoring has failed.

Need	Refer to / cooperate with	Mentor contribution
Qualification recognition	Competent recognition/validation authority	Help identify the correct route and prepare questions/documents
Employment registration or benefits	Public employment/social service	Explain where to start and support preparation for contact
Education/admissions	Education provider/admissions/study guidance	Clarify options and application steps
Legal/residence issue	Competent authority or qualified legal advice	Direct to reliable source; avoid giving legal decisions
Mental-health need	Qualified health/mental-health service	Recognise concern, provide referral information, maintain boundaries
Social isolation	Community organisation, language café, local activity/network	Help identify a suitable first activity and follow up
Employer-specific pathway	Employer, chamber, professional association, recruiter	Prepare participant for contact and debrief afterwards

Building a local referral map

Use verified organisations and official services.

Record what each organisation actually does and who is eligible.

Include contact method and language accessibility where known.

Review the list periodically; services and eligibility can change.



16. Mentor practice and boundaries

The mentor is the person who connects the different elements of the methodology. Good mentoring combines continuity, practical knowledge, curiosity about the participant's situation and the ability to recognise when another professional is needed.

A useful mentor does

Build a respectful and predictable relationship.
Ask before assuming what support is needed.
Help turn large goals into manageable actions.
Follow up previous agreements.
Connect learning to real situations.
Encourage independence rather than doing everything for the participant.
Use networks and referral partners appropriately.
Document enough to maintain continuity and review progress.

A mentor does not

Promise employment.
Act as therapist, lawyer or official authority unless separately qualified and assigned that role.
Choose self-assessment scores for the participant.
Require every participant to complete every module.
Keep goals unchanged when circumstances clearly change.
Collect unnecessary sensitive information.

Mentor reflection after a difficult session

- What was the participant trying to achieve?
- What barrier became visible?
- Was this within my mentoring role?



- What can be broken into a smaller next step?
- Do I need advice, peer exchange or referral?
- What should be recorded for the next session?

17. Recommended implementation cycle

Stage	Indicative timing	Main action	Core documentation
Preparation	Before intake	Prepare mentors, referral map, local labour-market information and participant communication	Local implementation checklist
Intake	Week 1	Initial mapping and Spider Graph	Mapping notes + Spider Graph
Planning	Weeks 1-2	Agree 2-3 priorities	Learning Agreement
Individual support	Throughout	Mentoring and selected skills/orientation activities	Learning Diary
Progress review	Every 4-6 weeks or when needed	Review goals, tasks, barriers and referrals	Diary + revised Agreement if needed
Labour-market/education connection	When participant is ready	Employer/network/education/work-based exposure	Matching checklist + Diary
Final review	End	Repeat Spider Graph and review objectives	Final Spider Graph + progress review
Continuation	Exit	Agree independent next steps and referral points	Short continuation plan

Suggested mentoring rhythm

The exact frequency depends on the participant and national implementation. Regular contact is more important than a single fixed model. A practical rhythm is a substantive individual meeting every two weeks, with shorter follow-up where needed. Participants closer to an interview, application deadline or other concrete step may temporarily need more frequent contact.

When to adjust the pathway

A participant starts employment or education.



Language or health needs become more urgent than originally expected.

A recognition process changes the realistic occupational pathway.

A new employer or education opportunity appears.

The participant's family or practical circumstances change.

The participant has achieved enough independence that intensive mentoring is no longer necessary.

18. Quality principles and adaptation

The adjusted methodology should be recognisable across countries while remaining locally useful. Quality therefore depends on preserving the core process while adapting the content that genuinely needs national or local information.

Keep common across implementations

Individual assessment before selecting support.

Participant-owned goals.

Connected use of Spider Graph, Learning Agreement and Learning Diary.

Regular review and flexibility.

Practical link to employment, education or other next steps.

Mentor boundaries and referral.

Respectful, inclusive and trauma-aware communication.

Adapt locally

Language and translations.

Public authorities and services.

Qualification-recognition routes.

Employment rights and recruitment conventions.

Job portals and employer networks.

Education and training pathways.

Community organisations and referral services.



Examples used in exercises.

Simple quality check for organisations

Question	Yes / No / Action
Can each participant explain their current goals?	
Can mentors show how assessment led to the chosen support?	
Are Learning Agreements reviewed rather than filed away?	
Are Learning Diaries being used to follow actions?	
Are participants reaching real employer/education/network opportunities when ready?	
Do mentors know where to refer specialised needs?	
Can participants identify what they can now do more independently?	
Is national information current and verified?	

19. Practical toolkit - quick reference

Tool	Use	Minimum output
Initial Mapping	Understand starting point	Strengths, barriers and priorities
Spider Graph	Self-assessment and progress reflection	Initial/final participant profile
Learning Agreement	Individual planning	2-3 goals + participant actions + mentor support
Learning Diary	Ongoing follow-up	Previous tasks, current discussion, next steps
Career & Matching Checklist	Prepare for real opportunity	Target, readiness gaps and next contact



Local Referral Map	Connect to specialised support	Verified local service/contact category
Final Progress Review	Close or transition mentoring	Achievements, remaining needs and independent next steps

ANNEX A Initial Mapping Template

Participant: _____

Mentor: _____

Date: _____

Preferred language(s): _____

1. Professional background

Previous roles / sectors / responsibilities:

Key skills and strengths:

Examples of achievements or work evidence:



2. Education and qualifications

Education / training completed:

Qualifications requiring recognition or explanation:

Further education interests:

3. Language and communication

Languages used:

Professional communication strengths:

Situations that are difficult:



4. Digital skills

Email / online meetings:

Job portals / online applications:

Digital public services / workplace tools:

5. Labour-market orientation

Target roles or sectors:

Experience of recruitment in host country:

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Understanding of employment services and networks:

6. Social orientation and networks

Local services the participant can navigate:

Professional/social contacts:

Community participation or isolation:

7. Well-being and practical barriers

Practical issues affecting participation:



Stress / confidence / routines relevant to mentoring:

Need for referral:

8. Priorities

What does the participant most want to change?:

What can be acted on first?:

What should be explored in the Learning Agreement?:



Annex B - Learning Agreement Template

Why set learning objectives?

Goals provide orientation, motivate and create commitment. This also applies to the development of competences. Learning is easier when objectives are clearly defined. The following questions can help:

Questions for setting learning objectives

What exactly do you want to learn or achieve?

Why is this important to you?

When do you want to have achieved it?

How much time and energy can you invest?

What obstacles may make it difficult?

What can you do yourself?

How can your mentor support you?

How will you recognise that the goal has been achieved?

Learning objectives
Activities/tasks to be carried out by the PARTICIPANT
Support to be provided by the MENTOR
Date



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Name and signature of PARTICIPANT

Name and signature of MENTOR



ANNEX C- Learning Diary Template

Participant		Mentor	
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Mentoring Session 1					
Date	Hours	Points discussed	Mentor comments	Agreements/tasks	Hours
		Review agreement/tasks set in previous session			
		Trainings/activities participated since previous session			
		Next steps/activities planned to be discussed during next session			



Annex D - Career and Matching Checklist

Target

- ☐ Target occupation/sector is identified
- ☐ Alternative related roles have been considered
- ☐ Qualification/recognition requirements are understood

Application readiness

- ☐ CV reflects target role
- ☐ Application/profile explains transferable experience
- ☐ Participant can describe strengths with examples

Communication readiness

- ☐ Interview practice completed
- ☐ Professional self-introduction practised
- ☐ Phone/email/networking conventions discussed

Opportunity mapping

- ☐ Relevant employers identified
- ☐ Job portals/recruiters/networks identified
- ☐ Relevant job fair/networking event identified
- ☐ Education/training route considered if appropriate

Work-based exposure

- ☐ Internship/job shadowing/study visit relevant?
- ☐ Purpose and expected learning are clear
- ☐ Legal/insurance/remuneration conditions clarified where applicable

Follow-up

- ☐ Next contact agreed



☐ Follow-up date agreed

☐ Outcome recorded in Learning Diary

Annex E - Local Referral Map Template

Complete this table with verified national/local organisations before implementation and update it when services change.

Need / topic	Organisation or service	Who it is for	Contact / link	Languages / access notes	Last verified
Qualification recognition					
Employment service					
Education/admissions					
Legal/residence advice					
Mental health / psychosocial support					
Healthcare					
Social support / family					
Community / language / social participation					
Employer / business network					



Annex F - Final Progress Review

Participant: _____

Mentor: _____

Date: _____

1. Repeat the Spider Graph

Online UNITE Spider Graph: https://reveal-eu.org/survey/unite_en or similar tools.

2. Review the Learning Agreement

Objective	What changed?	Evidence / example	Status
			Achieved / Partly / Changed
			Achieved / Partly / Changed
			Achieved / Partly / Changed

3. Participant reflection

What can I do now that was difficult at the beginning?

Which activity or experience helped me most?



Which barrier still affects me?

Which contacts or services can I use after mentoring?

What are my next three actions?

4. Continuation plan

Next action	By when	Who is responsible	Support/referral if needed