

Mentorship Programme Impact Analysis Report

— 2026 —



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Mentorship Programme Impact Analysis Report

2025–2026 Implementation Period

Published by	Refugees and Asylum Seekers Assistance and Solidarity Association (Refugees Association)
Location	Sultanbeyli, İstanbul
Participants	42 mentees, 24 mentors and mentees' parents
Method	Mixed methods, combining quantitative and qualitative data

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Acknowledgements

We would like to thank all our colleagues and stakeholders who contributed to the preparation of this report, above all our valued participants, our mentors and mentees, who openly shared their experiences.

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Executive Summary

The Mentorship Programme was launched by the Refugees Association to strengthen the academic development, psychosocial well-being, social cohesion and future planning skills of migrant children and adolescents of secondary and high school age living in Sultanbeyli. Built on a peer mentorship approach, the programme pairs university students and graduates with comparable displacement experience as mentors with mentees drawn from four groups: those attending secondary or high school education; those who have graduated; those who have disengaged from education; and those enrolled at a Vocational Training Centre (MESEM).

The core approach of the programme is to establish a supportive peer relationship based on shared experience and mutual trust, rather than a traditional teacher–learner relationship between mentor and mentee. By involving mentors with similar life experiences as positive role models, the programme aimed to create a safe learning and development environment in which mentees can express themselves more comfortably, strengthen their sense of belonging and increase their motivation towards educational and career goals.

42

Mentees

24

Mentors

6–12

Meetings per match

4.6Programme support
score (out of 5)

This impact analysis is based on the assessments of the 42 mentees and 24 mentors who took part in the programme during the 2025–2026 implementation period, together with feedback received from the mentees' families. The findings show that the programme produced positive effects on both mentees and mentors. When the mentees' self-assessments are examined, the most pronounced impact of the program is seen in the area of selfknowledge and self-confidence (64%). This is followed by an increase in academic motivation (60%), the development of future planning skills (57%) and the strengthening of supportive social relationships (52%). .

Alongside the quantitative findings, mentees reported that the programme enabled them to develop a habit of studying regularly, improved their academic performance, use their time in a more planned way, and become more comfortable in expressing their feelings and thoughts.

The effects of the programme on mentors also point to highly positive results. 89% of mentors stated that the programme helped them gain new perspectives and increased their awareness, 87% that their communication skills had strengthened, 86% that they had acquired new experience contributing to their personal and professional development, and 85% that their sense of social responsibility and motivation had grown. Mentors rated the programme's contribution to their personal development at 4.2 out of 5, and the support and coordination provided by the programme team at 4.6.



The qualitative findings support these results. Both mentors and mentees stated that the programme not only improved academic achievement but also made positive contributions across multiple dimensions such as self-confidence, future planning, social cohesion, problem solving and self-expression. The fact that mentees with different needs and different starting points made progress in line with their own potential demonstrates that the programme follows an inclusive approach that places individual development at its centre.

At the same time, the findings point to areas for development that could strengthen the impact of the programme still further: diversifying activities, strengthening the matching process, establishing follow-up mechanisms to support contact after the programme, and building mentors' capacity in managing meetings are foremost among these.

Introduction

Migration causes people to leave behind not only their geographical location, but also their social networks, their language practices and the educational environments they are used to. Migrant children and young people in adolescence in particular face multidimensional difficulties in adapting to an unfamiliar education system, overcoming the language barrier, developing a sense of belonging and gaining social acceptance¹. The literature emphasises that the experience of forced displacement has cumulative effects on individuals' psychosocial well-being before, during and after migration, and that supportive relationships established with peers and trusted adults play a protective role in mitigating these effects².

Accordingly, mentorship stands out as one of the key practices that support migrant children and young people's participation in education, strengthen their psychosocial resilience and facilitate their social cohesion. Peer mentorship models developed in Türkiye for Syrian students under temporary protection likewise demonstrate that university students who act as role models can increase young people's motivation to continue their education, supports future planning and contributes to reducing protection risks such as early marriage³.

50%+

More than half of the refugee population in Sultanbeyli is under the age of 18⁴ — above the 39% share of child refugees reported globally by UNHCR⁵.

This need becomes even clearer in Sultanbeyli's demographic structure. The fact that the district's migrant population consists predominantly of children and young people makes access to education, Turkish language proficiency, academic achievement and social cohesion priority areas of work for migration policy⁶. Indeed, UNHCR also emphasises that Turkish language proficiency is decisive for academic achievement, and underlines the importance of creating inclusive learning environments that are responsive to the needs of refugee children⁷.

¹ Human Rights Watch, "When I Picture My Future, I See Nothing": Barriers to Education for Syrian Refugee Children in Turkey, 9 November 2015, <https://hrw.org/tr/report/2015/11/09/283247> (accessed 27 June 2026).

² Sema Buz and Ali Dikmen, "Sığınmacıların ve Mültecilerin Psikososyal İyi Hali" [Psychosocial Well-Being of Asylum Seekers and Refugees], *Toplum ve Sosyal Hizmet* 32, no. 1 (2021): 227–250, <https://www.researchgate.net/publication/348731909> (accessed 27 June 2026).

³ Halil Uzun and Zeynel Amaç, *Uzaktan Akran Mentorlük Programı (UAMP): Geçici Koruma Altındaki Suriyeli Çocukların Sosyal Uyumunu İçin [Remote Peer Mentorship Programme: For the Social Cohesion of Syrian Children under Temporary Protection]* (Ankara: Eğiten Kitap, 2025).

⁴ Refugees Association (Mülteciler Derneği), "Suriyelilerin Sultanbeyli İlçesine Göçü" [The Migration of Syrians to Sultanbeyli], <https://muletciler.org.tr/suriyelilerin-kente-gocu/> (accessed 29 June 2026).

⁵ UNHCR, *Global Trends: Forced Displacement in 2025* (Geneva: UNHCR, June 2026), <https://www.unhcr.org/global-trends> (accessed 29 June 2026).

⁶ M. Murat Erdoğan, *Syrians Barometer 2023* (UNHCR Türkiye, 2024), https://www.unhcr.org/tr/sites/tr/files/2025-04/suriyeliler_barometresi_2023_0.pdf (accessed 29 June 2026).

⁷ UNHCR Türkiye, "Education", <https://www.unhcr.org/tr/egitim> (accessed 29 June 2026).

In response to these needs, the Refugees Association developed the Mentorship Programme to support the academic, social and psychosocial development of migrant children and adolescents living in Sultanbeyli who are enrolled in lower secondary education, upper secondary education or a Vocational Training Centre (VTC/MESEM), or who have left upper secondary education. The programme pairs young mentors university students or graduates with mentees from a younger age group. Their interaction is shaped not by the classical teacher–learner model but by the closeness of an older sibling relationship and peer support, grounded in trust and a sense of community belonging.

The core objective of the programme is to enable children and young people to build sustainable relationships with positive role models within their own communities, to provide early support for the academic and social problems they encounter, and to prevent these problems from turning into deeper protection risks such as school dropout, child labour or early marriage.

FOUR AREAS TARGETED BY THE PROGRAMME

- | | |
|--|---|
| 1 Academic development
Motivation to stay in education and learning skills | 2 Psychosocial well-being
Resilience, emotion regulation and secure relationships |
| 3 Social cohesion
Belonging, peer relationships and community ties | 4 Future planning
Goal setting, career orientation and hope |

The model was selected because it addresses academic adjustment, psychosocial well-being and social belonging holistically, while simultaneously strengthening role-model networks within the community and promoting the formation of trust-based supportive relationships.

This impact evaluation report assesses the extent to which the Mentorship Programme has achieved these objectives. It presents quantitative and qualitative findings obtained from mentors, mentees and mentees' parents during the 2025–2026 implementation period, and examines programme effects on psychosocial well-being, academic development, social cohesion and future planning in an integrated manner.

The Mentorship Programme and the Impact Measurement Strategy

2.1. The Mentorship Programme

The programme is carried out through a structured process consisting of preparation and planning, mentor and mentee selection, mentor training, matching, needs analysis and goal setting, regular meetings, monitoring and evaluation, closure and reporting.

01

Selection

Voluntary mentee application and parental consent

02

Training

Communication, ethics, child protection and meeting management

03

Matching

Two-stage assessment, priority given to gender alignment

04

Meetings

6–12 meetings, once every two weeks, 60–90 minutes

Matching is carried out in two stages: candidate mentors are first paired with experienced mentors and observed for approximately two months, and are then matched with mentees. As a rule, mentors work with no more than two mentees at a time. Child protection principles are observed at every stage; written consent is obtained from parents and meetings are held face to face in safe, observable settings.

2.2. Data Collection Strategies

The impact of the programme was assessed using a mixed methods approach combining quantitative and qualitative methods. The mentee assessment form consists of 25 items under 6 categories, and the mentor form of 18 items under 5 categories. Open-ended questions were also posed, and a focus group discussion was held with mentees' parents.

CATEGORY COLOUR KEY

Tables, charts and quotations for each category are marked in the colours below.

MENTEE FORM · 6 CATEGORIES/25 ITEMS

-  Self-discovery, self-worth and self-confidence
-  Supportive relationships and social support
-  Academic motivation and learning skills
-  Psychological well-being and resilience
-  Life skills and self-management
-  Future planning and goal setting

MENTOR FORM · 5 CATEGORIES/18 ITEMS

-  Self-regulation, self-confidence and self-knowledge
-  Communication skills
-  Personal and professional development
-  Gaining new perspectives and awareness
-  Sense of social responsibility and motivation

Programme Activities and Participation

In addition to individual mentorship meetings, mentors and mentees take part in a range of activities designed to support education, career planning, personal development, social cohesion and cultural and artistic development. Activities are planned in line with the programme’s objectives and with the needs and feedback regularly collected from mentors and mentees.

PARTICIPATION OF MENTEES

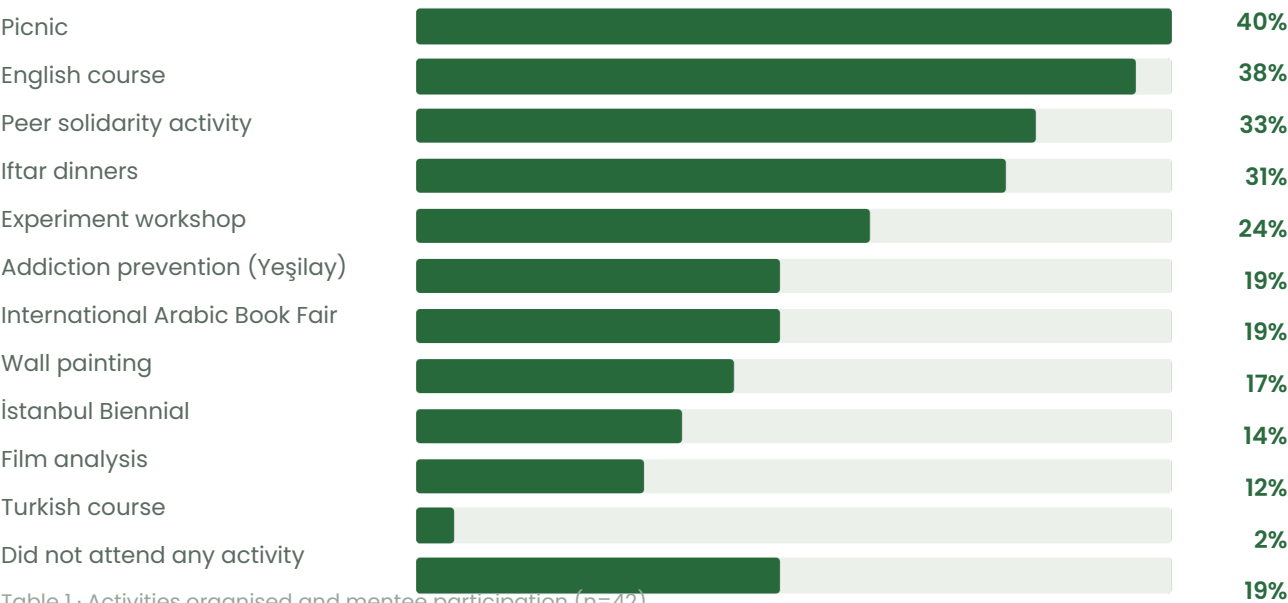


Table 1 · Activities organised and mentee participation (n=42)

PARTICIPATION OF MENTORS



Table 2 · Activities organised and mentor participation (n=24)

NUMBER OF MENTEES PER MENTOR

45.8%

2 mentees (n=11)

41.7%

1 mentee (n=10)

8.3%

5 mentees (n=2)

4.2%

4 mentees (n=1)

For mentors supporting four or five mentees, the process did not run simultaneously; as mentees joined the programme at different times, the workload was planned in a balanced way.

Participant Profile

3.1. Mentee Profile

83.3% of mentees (n=35) are female and 16.7% (n=7) are male. Ages range from 12 to 18, and more than half of the participants are between 16 and 18. In terms of education level, the largest group is formed by 10th grade students at 31% (n=13).

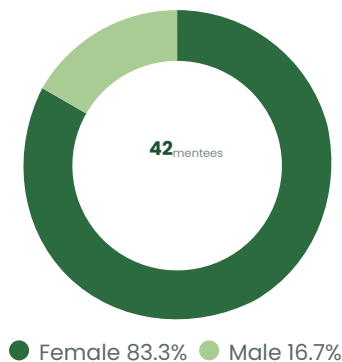
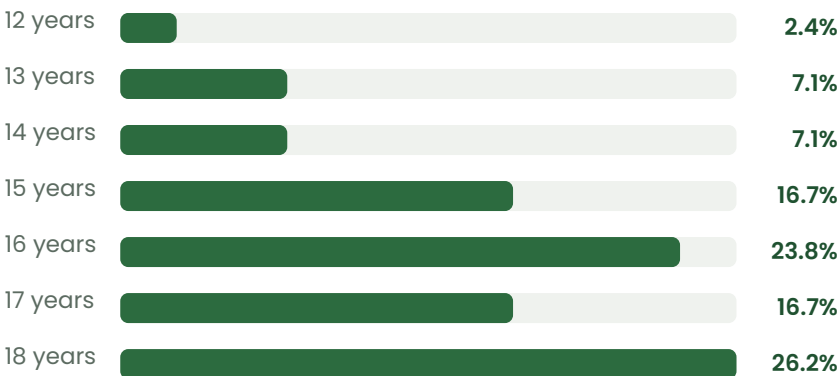


CHART 2 · AGE DISTRIBUTION OF MENTEES



3.2. Mentor Profile

83.3% of mentors (n=20) are female and 16.7% (n=4) are male. The great majority (75%) are between 19 and 21 years old, and 91.7% had never mentored before. This finding shows that the programme offers a meaningful area of development for young people experiencing mentorship for the first time.

CHART 6 · FIELD OF STUDY OF MENTORS



Chart 7 · Mentorship experience

Impacts of the Programme

The impacts of the mentorship programme on mentees were examined under six categories. Mentors were also asked to assess their mentees in the same categories; the results revealed a high degree of consistency in the changes observed.

CHART 8 · AREAS IN WHICH POSITIVE CHANGE WAS REPORTED AFTER THE PROGRAMME

● Self-discovery, self-worth and self-confidence



● Academic motivation and learning skills



● Future planning and goal setting



● Supportive relationships and social support



● Psychological well-being and resilience



● Life skills and self-management



While 82% of mentors considered that their mentees had developed in the area of self-discovery, self-worth and self-confidence, this figure was 64% among mentees. In the area of academic motivation and learning skills, 60% of mentees reported positive change compared with 55% of mentors. In the remaining categories the assessments are very close to one another.

Self-Discovery, Self-Worth and Self-Confidence

64% of mentees stated that they had experienced positive change in this area. This makes self-confidence the area of impact in which mentees reported the greatest development.

■ *Since the meetings began, I have started to understand myself better.*

Mentee, F, 18 — “Has anything in your life changed since you joined the programme?”

The area was measured through valuing oneself and one’s ideas, trusting one’s abilities, knowing one’s strengths and believing in one’s ability to cope with problems.

SELF-ASSESSMENT STATEMENT	AVERAGE SCORE (OUT OF 5)
I feel that my ideas are valuable.	4.3
I trust my own abilities.	4.2
I know myself better and recognise my strengths.	4.0
I believe I can find a solution when I face problems.	4.0

Table 4 · Mentees’ self-assessment scores for self-discovery, self-worth and self-confidence

82% of mentors stated that they had observed positive change among their mentees in this area (average 4.2). The change was seen above all in the way mentees express themselves and in their self-confidence in social settings.

“She started to express herself better, and her anxiety in crowded places decreased.”

Mentor, F, 24

“My daughter’s self-confidence has risen. She believes in herself much more now.”

Mentee’s Parent 1, F — focus group discussion

The fact that the assessments of mentees, mentors and parents largely converge shows that the programme strengthened self-confidence and self-perception at the level of both internal experience and observable behaviour.

Supportive Relationships and Social Support

52% of mentees stated that they had experienced positive change in the area of supportive relationships and social support through the mentorship programme. This figure indicates that the change in social relationships, which depend more heavily on environmental factors, is developed gradually over time.

“Finding a place where I could talk about myself without fear was a great relief.”

Mentee, F, 14

“What made me happiest was that my mentor understood and supported me.”

Mentee, F, 15

“Always feeling my mentor beside me and being able to reach her when I needed to made me very happy.”

Mentee, F, 14

WHAT RELIEVED OR PLEASED YOU MOST IN THIS PROGRAMME?

This area was measured through the opportunity and ability to build safe social relationships, reduced loneliness, and mechanisms for obtaining support when problems arise. Mentees reported a particularly strong positive impact regarding the opportunity to meet new people and having someone to ask for support.

MENTEE SELF-ASSESSMENT STATEMENT	AVERAGE (OUT OF 5)
This programme gave me the opportunity to meet new people and make friends.	4.4
I know that I can ask my mentor for support when I have a problem.	4.2
I have gained a social environment in which I can express myself freely and feel understood.	4.0
Thanks to the programme, I feel less lonely.	3.7

Table 6 · Mentees’ self-assessment scores for supportive relationships and social support

52% of mentors likewise stated that they had observed positive change among their mentees in this area. The change was observed above all in mentees’ sense of being supported and in their communication skills.

MENTOR ASSESSMENT STATEMENT	AVERAGE (OUT OF 5)
I observed that my mentee felt supported, that their sense of loneliness decreased and that their social relationships grew stronger.	4.1
There was improvement in my mentee's communication skills (self-expression, asking questions).	3.9

Table 7 · Mentors' assessment scores for mentees' supportive relationships and social support

“The strongest effect I saw was the decrease in my mentee's feelings of loneliness and helplessness.” — Mentor, F, 21
 “My daughter had always had Turkish friends. By coming here she made Syrian friends and was very happy.” — Mentee's Parent 3, F

FROM MENTOR AND PARENT ASSESSMENTS

The close convergence of mentees' self-assessments and mentors' observations shows that the programme strengthened mentees' capacity to build supportive social relationships, and that this effect was reflected both in an inner sense of trust and in behavioural relationship practices.

SECTION 4.1.3

MENTEE · CATEGORY 3

Academic Motivation and Learning Skills

60% of mentees stated that they had experienced positive change in the area of academic motivation and learning skills through the mentorship programme. Mentees expressed this change through concrete behavioural changes such as studying regularly, acquiring a reading habit, and attaching greater importance to school and academic achievement.

“I started studying regularly and reading books.” — Mentee, F, 15
 “My achievement at school increased.” — Mentee, F, 14
 “I started to attach more importance to school.” — Mentee, F, 17

HAS ANYTHING IN YOUR LIFE CHANGED SINCE YOU JOINED THE PROGRAMME?

This area was measured through the criteria of increased willingness to engage in academic work, learning study methods, and acquiring academically oriented habits. The findings show that mentees gave particularly high scores in the dimension of goal setting and developing strategies towards those goals.

MENTEE SELF-ASSESSMENT STATEMENT	AVERAGE (OUT OF 5)
My mentor guided me regarding my school and personal goals.	4.3
I know better what I need to do to succeed in my lessons and school activities.	4.1
My habit of reading and doing research has increased.	3.9
I am more willing to engage with my lessons and school projects.	3.8

Table 8 · Mentees' self-assessment scores for academic motivation and learning skills

The qualitative findings show that mentees experienced the academic effects from different starting points. In particular, mentees who had disengaged from school or whose motivation towards education had weakened reported developing a renewed willingness to attend school and recognising anew the importance of education in their lives. This shows that the mentorship relationship functions not only as a mechanism supporting academic achievement, but also as a protective element that encourages re-engagement with education.

“What made me happy was going back to school.” — Mentee, F, 12

“I understood the importance of school better.” — Mentee, F, 16

WHAT RELIEVED OR PLEASED YOU MOST IN THIS PROGRAMME?

Other mentees stated that they had made progress through awareness and skills acquisition relating to educational processes.

“I was able to acquire better study methods.” — Mentee, M, 16

“How the university entrance exams and scoring system work.” — Mentee, M, 16

“I gained information about the TYT and AYT exams.” — Mentee, M, 16

“I learned to study by taking my own notes.” — Mentee, F, 16

WHAT IS THE MOST USEFUL THING YOU REMEMBER OR LEARNED FROM THE MEETINGS?

Some mentees also carried this increased academic motivation into language learning, stating that they had improved their Turkish and English skills.

“I improved my English.” — Mentee, F, 13

“I started to speak both English and Turkish better.” — Mentee, M, 12

WHAT IS THE MOST USEFUL THING YOU REMEMBER OR LEARNED FROM THE MEETINGS?

The qualitative findings show that the programme does not pursue a uniform notion of academic success but centres on each mentee's personal progress within their own circumstances; in this respect it is a broader development and support programme that goes beyond academic support alone.

55% of mentors stated that they had observed positive change among their mentees in the area of academic motivation and skills. Mentors observed this change particularly in mentees' academic willingness and study skills.

MENTOR ASSESSMENT STATEMENT	AVERAGE (OUT OF 5)
I observed that my mentee's academic motivation and learning skills increased during the programme.	4.2

Table 9 · Mentors' assessment scores for mentees' academic motivation and learning skills

“She had no desire to study, but after our meetings she began to enjoy it.” — Mentor, F, 21
“She learned how she could study even when she was busy.” — Mentor, F, 23
“Getting an idea about university life.” — Mentor, F, 19

IN YOUR VIEW, WHAT WAS THE STRONGEST IMPACT OF THE PROGRAMME ON YOUR MENTEE?

“My son changed a lot, became motivated, and his grades rose.” — Mentee's Parent 2, F
FROM THE FOCUS GROUP DISCUSSION WITH MENTEES' PARENTS

The convergence of mentees' self-assessments with mentors' observations, together with parents' statements that they too noticed this change, shows that the programme strengthened mentees' academic capacity, and that this effect was both felt at the level of self-awareness and reflected in concrete indicators.

SECTION 4.1.4

MENTEE · CATEGORY 4

Psychological Well-Being and Resilience

48% of mentees stated that they had experienced positive change in the area of psychological well-being and resilience through the mentorship programme. This area was measured through the criteria of increased willingness to take action, developing resilience in the face of difficulties, understanding emotions, and strengthening the ability to remain calm in stressful situations.

MENTEE SELF-ASSESSMENT STATEMENT	AVERAGE (OUT OF 5)
Thanks to the programme my desire to do things has increased.	4.1
I can keep going without giving up in the face of the difficulties I meet.	4.0
I now want to try even the things I used to think I could not do.	3.8
I can understand my emotions when I face difficult or upsetting situations.	3.5
I can stay calm in stressful situations.	3.0

Table 10 · Mentees' self-assessment scores for psychological well-being and resilience

Although the statements on understanding emotions (3.5) and staying calm in stressful situations (3.0) received lower scores than other areas, they are meaningful in showing that psychological resilience is a deeper process that unfolds over time. Given that mentors are not mental health specialists and that the programme is built on a peer learning approach, relatively limited development in this area is to be expected. The programme does not aim to provide a professional intervention; it offers a supportive framework intended to ensure that mentees are supported and listened to within a safe relationship and that their basic coping skills are strengthened.

- “I learned how to cope with it when I feel angry or stressed.” — Mentee, F, 17
- “Ways of coping with stress, and breathing exercises.” — Mentee, F, 15
- “I learned not to give up.” — Mentee, F, 15
- “To hold on to this life whatever happens.” — Mentee, F, 16
- “My social anxiety decreased.” — Mentee, F, 18

FROM MENTEE STATEMENTS

45% of mentors stated that they had observed positive change among their mentees in this area. The change was observed above all in a decrease in feelings of loneliness and helplessness, in coping with anxiety, and in self-expression skills.

MENTOR ASSESSMENT STATEMENT	AVERAGE (OUT OF 5)
I noticed that my mentee's psychological resilience increased and that they felt better.	4.2
I think the programme affected my mentee's daily life positively.	4.2

Table 11 · Mentors' assessment scores for mentees' psychological well-being and resilience

“Psychologically my mentee’s situation improved; she simply needed someone to talk to and to tell her story to, and that was provided.” — Mentor, F, 21
 “With this programme my children learned to stand up to bullying.” — Mentee’s Parent 5, F

FROM MENTOR AND PARENT ASSESSMENTS

SECTION 4.1.5

MENTEE · CATEGORY 5

Life Skills and Self-Management

48% of mentees stated that they had experienced positive change in the area of life skills and self-management through the mentorship programme. Mentees expressed this change through concrete behavioural changes such as managing their time and responsibilities, regulating their behaviour in relationships with others, and taking up new hobbies.

This area was measured within the framework of the criteria of managing responsibilities, acquiring new habits, establishing routines and changing habits.

MENTEE SELF-ASSESSMENT STATEMENT	AVERAGE (OUT OF 5)
The programme taught me to manage my own responsibilities better.	4.0
I have acquired new habits that will improve my life.	3.9
I have established routines that organise my daily life.	3.6
I have taken steps to change the habits I wanted to change.	3.6

Table 12 · Mentees’ self-assessment scores for life skills and self-management

The relatively lower scores for establishing routines and changing habits show that this is an area requiring continuity and time, and that meaningful but gradual progress was made within the duration of the programme.

“I learned to make good use of my time.” — Mentee, F, 18
 “Making a plan for every step.” — Mentee, F, 17
 “I learned how I should behave towards my family.” — Mentee, F, 15
 “My life started to become more organised.” — Mentee, M, 12
 “I started playing chess.” — Mentee, F, 16

FROM MENTEE STATEMENTS

45% of mentors stated that they had observed positive change among their mentees in this area. The change was observed above all in mentees' planning, decision-making and responsibility-taking skills.

MENTOR ASSESSMENT STATEMENT	AVERAGE (OUT OF 5)
During the programme my mentee developed new habits and improved their life skills.	4.0
There was progress in my mentee's responsibility-taking behaviour.	3.9
My mentee's problem-solving skills improved.	3.8

Table 13 · Mentors' assessment scores for mentees' life skills and self-management

“She learned to make plans, to take small steps and to do research before making a decision.” — Mentor, F, 24
 “By coming here my daughter learned how to behave towards her friends. Even her teacher at school noticed.” — Mentee's Parent 6, F

FROM MENTOR AND PARENT ASSESSMENTS

SECTION 4.1.6

MENTEE · CATEGORY 6

Future Planning and Goal Setting

57% of mentees stated that they had experienced positive change in the area of future planning and goal setting through the mentorship programme. Mentees expressed this change in terms of setting a clearer direction for their future, setting goals, and developing the ability to plan towards those goals.

MENTEE SELF-ASSESSMENT STATEMENT	AVERAGE (OUT OF 5)
I feel confident about setting my goals and making plans.	4.1
The programme gave me motivation and courage regarding the future.	3.9
I look to the future with hope in relation to school and life.	3.9
I have a clearer idea about what I want to do in the future.	3.7

Table 14 · Mentees' self-assessment scores for future planning and goal setting

The fact that the dimension of gaining clarity about what they want to do in the future remained at an average of 3.7 shows that mentees made progress in this area but that the process needs to continue.

“I was undecided about my future and I’m happy that I could set a goal.” — Mentee, F, 17
“My mentor told me that my future was more important than anything else; from that day on I started to work harder for my future.” — Mentee, F, 16
“It is no longer ‘I can’t’ but ‘I’ll try’; I wanted to join every activity.” — Mentee, F, 15

FROM MENTEE STATEMENTS

58% of mentors stated that they had observed positive change among their mentees in this area. The change was observed above all in mentees’ skills in making plans, setting goals and taking steps towards those goals.

MENTOR ASSESSMENT STATEMENT	AVERAGE (OUT OF 5)
My mentee’s skills in making plans, setting goals and taking steps towards them improved.	4.1
During the programme my mentee began to look to the future more hopefully and in a more planned way.	3.9

Table 15 · Mentors’ assessment scores for mentees’ future goals

“She learned to follow her dreams, ignore negativity and live happily.” — Mentor, F, 20
“For the first time she said: ‘I believe I’ll have a good future.’” — Mentee’s Parent 4, F

FROM MENTOR AND PARENT ASSESSMENTS

SECTION 4.2

Impacts on Mentees According to Mentors

In mentors’ views on the impacts of the mentorship programme on mentees, the most frequently emphasised concepts are “academic”, “psychological” and “socialisation”. This shows that, alongside supporting mentees’ academic development, the programme also made significant contributions to their psychological well-being and social cohesion processes.

Academic Socialisation

Psychological **Personal development**

Self-discovery **Motivation** **Reading habit**

Putting life in order **Acquiring new habits** **Values**

Professional development **Self-confidence**

Chart 9 · Impacts of the programme on mentees according to mentors

Expressions such as “putting life in order”, “personal development”, “values”, “self-discovery”, “acquiring new habits”, “motivation”, “reading habit” and “professional development” also point to the multifaceted contributions the programme made to mentees. The findings reveal that the mentorship programme is not merely a practice providing academic support; it also offers a holistic development model that supports individual growth, self-awareness and social integration.

Views on the impacts of the programme on mentors

The concept that stands out most in the word cloud is “patience”. This finding shows that the mentoring process developed mentors’ capacity for tolerance in interpersonal relationships. The frequent emphasis on “communication”, “listening skills”, “social skills” and “self-confidence” indicates that the programme strengthened mentors’ communication and social competences.

Patience **Communication**

Listening skills **Empathy** **Leadership**

Social skills **Self-confidence** **Discipline**

Problem solving **Self-control** **Understanding people**

Analysing ideas **New perspectives** **Responsibility** **Knowledge**

Chart 10 · Impacts of the mentorship programme on mentors

Consistency of Mentee and Mentor Assessments

A consistency analysis was carried out to determine the level of agreement between mentors' and mentees' assessments of the programme process. According to the results of the analysis, a high level of consistency was found in 60.6% of mentor-mentee matches, a medium level in 27.3% and a low level in 12.1%.

DIFFERENCE	INTERPRETATION	NUMBER	%
0.0 – 0.3	High consistency	20	60.6%
0.4 – 0.6	Medium consistency	9	27.3%
0.7 and above	Low consistency	4	12.1%

Table 16 · Consistency analysis of mentee and mentor responses

87.9%

The combined share of high and medium consistency. This result shows that mentors' and mentees' assessments of how the programme worked, of the meeting processes and of the gains achieved were largely similar.

This finding stands out as an important indicator that the implementation process of the programme was perceived as a shared experience by both groups, and it supports the reliability of the data obtained.

Impacts of the Programme on Mentors

The impacts of the programme on mentors were examined under five categories; mentors were asked to assess the contribution made in these areas through self-assessment.

CHART 11 · AREAS IN WHICH MENTORS REPORTED POSITIVE CHANGE AFTER THE PROGRAMME



The lowest level of positive change was observed in the dimension of self-regulation, self-confidence and self-knowledge (81%). The fact that even this figure exceeds 80% shows that the programme made strong and positive contributions to mentors' personal and social development across all assessment dimensions. The findings suggest that the programme contributed most to skills with a strong social dimension, such as interpersonal interaction, developing new perspectives and social responsibility.

Gaining New Perspectives and Awareness

89% of mentors stated that they had experienced positive change in this area. This makes new perspectives the area of impact in which mentors reported the greatest development. The area was measured through the criteria of understanding young people's perspectives and needs, awareness of different living conditions, gaining new perspectives, and sensitivity towards social issues.

MENTOR SELF-ASSESSMENT STATEMENT	AVERAGE (OUT OF 5)
My awareness of different living conditions has increased.	4.6
This process gave me new perspectives.	4.6
I have started to understand young people's world and needs better.	4.4
My sensitivity towards social issues has developed.	4.3

Table 17 · Mentors' self-assessment scores for gaining new perspectives and awareness

Mentors' statements show that the process was not only an experience of getting to know young people; it also helped mentors review their own ways of thinking and develop different perspectives.

Communication Skills

87% of mentors stated that the programme contributed positively to their communication skills. The area was measured through the criteria of patient and active listening, understanding emotions and empathy, tolerance, effective communication and supporting others.

MENTOR SELF-ASSESSMENT STATEMENT	AVERAGE (OUT OF 5)
My ability to understand others' feelings and to empathise has increased.	4.5
My ability to listen to others patiently and actively has improved.	4.4
I feel more competent in communicating with and supporting young people.	4.4
I notice that my level of tolerance has increased.	4.1

Table 18 · Mentors' self-assessment scores for communication skills

These findings show that mentors' positive assessments of their communication skills do not remain at the level of a general perception; they are also borne out across different dimensions such as empathy, active listening, tolerance and supportive communication.

SECTION 4.3.3

MENTOR · CATEGORY 3

Personal and Professional Development

86% of mentors stated that they had experienced positive change in this area. The area was measured within the framework of the criteria of practical knowledge and experience that can be used in the future, contribution to personal and professional development, and acquiring communication, leadership and problem-solving skills.

MENTOR SELF-ASSESSMENT STATEMENT	AVERAGE (OUT OF 5)
I acquired practical knowledge and experience that I can use in the future.	4.5
I think this programme contributed to my professional or personal pool of experience.	4.2
I gained new skills like communication, leadership or problem solving.	4.1

Table 19 · Mentors' self-assessment scores for personal and professional development

These findings show that the programme supported mentors' personal and professional development and helped them acquire experience and skills they can draw on in the future. For mentors, the process offered an opportunity for experience-based learning in areas such as communication, problem solving and managing interpersonal relationships.

SECTION 4.3.4

MENTOR · CATEGORY 5

Sense of Social Responsibility and Motivation

85% of mentors reported positive development in social responsibility and motivation. This dimension was measured through motivation to contribute to society, willingness to take part in social projects, sharing experience and gaining new experiences.

MENTOR SELF-ASSESSMENT STATEMENT	AVERAGE (OUT OF 5)
My motivation to contribute to society has increased.	4.4
Passing on my experience increased my motivation to gain new experiences.	4.3
I now want to take part in more social projects.	4.0

Table 20 · Mentors' self-assessment scores for sense of social responsibility and motivation

It is clear that mentors who had the opportunity to observe more closely the difficulties faced by migrant children and young people experienced the concept of social responsibility in a more concrete way.

Self-Regulation, Self-Confidence and Self-Knowledge

81% of mentors stated that they had experienced positive change in the area of self-regulation, self-confidence and self-knowledge through the mentorship programme. The area was measured through the criteria of recognising one's own characteristics, managing emotions, guiding others, and recognising one's strengths and shortcomings.

MENTOR SELF-ASSESSMENT STATEMENT	AVERAGE (OUT OF 5)
Guiding someone increased my self-confidence.	4.4
The mentoring process helped me notice characteristics in myself I had not noticed before.	4.0
I have improved at controlling my emotions and reactions.	4.0
I recognised my strengths and the areas I need to develop.	3.9

Table 21 · Mentors' self-assessment scores for self-regulation, self-confidence and self-knowledge

The findings show that guiding someone led to a significant increase in mentors' self-confidence. Mentors reported considerable development in self-confidence (4.4), in recognising their own characteristics (4.0) and in managing their emotions and reactions (4.0), as well as clear progress in recognising their strengths and weaknesses (3.9).

Mentors' statements show that the mentoring experience was not only a process of supporting others, but was also experienced as an opportunity for personal development and self-awareness.

Factors Shaping the Impact

This section addresses the main factors shaping the impact of the mentorship programme on mentees. The overall level of impact of the programme is first presented as a reference point; four key elements that feed or limit this impact are then examined in turn — meeting frequency and continuity, participation in activities, the quality of mentor-mentee matching, and mentors' assessment of the programme.

5.1. Distribution of Overall Impact Scores

47.6% of mentees (20 people) gave the programme a score of 4.1 or above out of 5. This shows that the programme had a strong and positive effect on a significant proportion of participants.

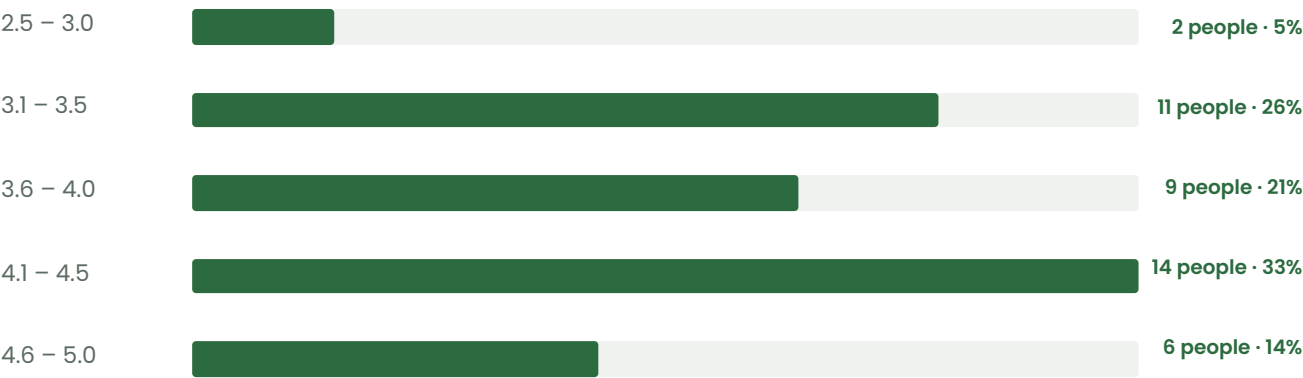


Table 22 · Distribution of mentees’ impact scores (n=42)

At the same time, 31% of participants (13 people) gave the programme a score of 3.5 or below. This finding shows that although the overall impact of the programme is positive, it did not produce the same level of effect for all participants.

5.2. Contribution of Meeting Frequency and Continuity to Impact

Within the group of 42 participants, 39% (16 people) held 12 meetings, while 31% (13 people) completed 6 meetings. The remaining groups held between 7 and 11 meetings. This distribution shows that all groups achieved the minimum of 6 meetings, and that a significant proportion continued up to 12 meetings in line with the mentee’s needs.



Chart 12 · Average value score of the programme for mentees by number of meetings (out of 5)

It can be seen that as the number of meetings increases, perceived value generally tends to rise, and that even in groups holding the minimum number of meetings the perception of value remained at a satisfactory level (4.0).

5.3. Continuity of Contact After the Programme

The continuation of the mentor–mentee relationship after the programme formally ends is an important indicator of the durability of the impact. Mentors’ and mentees’ responses show a high degree of parallelism.

CONTACT STATUS	MENTOR N	MENTOR %	MENTEE N	MENTEE %
We meet / stay in touch from time to time	13	31.0	10	30.3
No, we have never met again	12	28.6	9	27.3
We meet rarely	9	21.4	7	21.2
We only follow each other on social media	6	14.3	4	12.1
Yes, we meet frequently	1	2.4	3	9.1
We have only just finished, but we will meet	1	2.4	0	0.0
Total	42	100.0	33	100.0

Table 23 · Contact between mentee and mentor after the programme

Approximately 55% of the groups maintained contact in some form after the programme ended, while roughly 27–29% ended contact entirely. The higher rate of “meeting frequently” among mentees (9.1%) than among mentors (2.4%) points to mentees’ stronger wish to maintain a contact they were satisfied with.

5.4. Contribution of Participation in Activities to Impact

According to mentors’ responses, mentees’ willingness to take part in meetings was found to be very high, at an average of 4.45 out of 5. The main activities attended jointly by mentors and mentees are presented below.

ACTIVITY	MENTOR	MENTEE
Peer Solidarity Activity	60%	33%
Picnic	52%	40%
International Arabic Book Fair	28%	19%
I did not attend any activity other than the meetings	16%	19%

Table 24 · Activities attended jointly by mentees and mentors

The great majority of participants (84% of mentors and 81% of mentees) took part at least once in the additional activities offered by the programme. This finding shows that participation in activities is a complementary factor that feeds the impact.

5.5. Contribution of Mentor–Mentee Matching Quality to Impact

The quality of matching is another factor directly affecting the effectiveness of the mentoring relationship. In response to the statement "I believe the mentor–mentee match was appropriate," 19 out of 24 mentors (79.2%) answered "Yes," while 5 (20.8%) responded "Partially"; no mentor provided a negative evaluation.

MENTORS WHO FOUND THE MATCH APPROPRIATE

4.7

mentees' willingness to attend (out of 5) ·
78.8%, n=26

MENTORS WHO FOUND THE MATCH PARTLY APPROPRIATE

3.7

mentees' willingness to attend (out of 5) ·
21.2%, n=7

Chart 13 · Mentees' willingness to attend meetings by appropriateness of matching

The fact that average scores in both groups fall in the medium-to-high range shows that even in matches judged "partly" appropriate, mentees generally approached the process willingly. Nevertheless, the difference observed suggests that periodically reviewing the criteria used in matching, and gathering both parties' expectations and preferences in greater detail before matching, could further strengthen the quality of the process.

SECTION 6

Post-Programme Impact and Sustainability

Data collected to measure the durability of the bonds between the groups after the completion of the mentorship programme show that a large majority of both mentors (71.4%) and mentees (72.7%) continued to stay in touch, with varying frequency, after the meetings under the programme had ended. This finding indicates that over time the programme turned into a natural, informal support network.

71.4%

of mentors maintained contact after the
programme

72.7%

of mentees maintained contact after the
programme

The perceptions of the two groups are highly consistent: in both groups the largest share (about 30%) went to “we meet from time to time”, while the share whose ties were broken entirely remained limited (28.6% of mentors, 27.3% of mentees). The only notable difference is that “meeting frequently” is more common among mentees (9.1%) than among mentors (2.4%), which may indicate mentees’ motivation to sustain the guidance they gained from the process.

SECTION 7

Overall Satisfaction Assessment

The findings on the overall level of satisfaction show that both mentors and mentees assess the Mentorship Programme very positively.

Mentors’ assessments are high across all dimensions. Mentors stated that they felt sufficiently supported throughout the programme (4.5) and rated their mentees’ willingness to attend meetings as high (4.4).

MENTOR ASSESSMENTS	AVERAGE (OUT OF 5)
How supported did you feel as a mentor in this programme?	4.5
How willing was your mentee to attend the meetings?	4.4
What overall value did the programme provide to your mentee?	4.3
What did this programme contribute to your personal development?	4.1

Table 25 · Mentors’ overall assessment scores for the programme

These findings show that mentors regard the programme not only as a practice supporting mentees’ development, but also as a reciprocal learning experience that develops their own personal and social skills. The high degree to which mentors felt supported in particular indicates that the programme’s coordination, guidance and implementation processes were carried out effectively.

Mentees’ assessments likewise remain at 4.1 or above across all items. The highest rating relates to the programme offering the opportunity to meet new people and make friends (4.4).

MENTEE SELF-ASSESSMENT STATEMENTS	AVERAGE (OUT OF 5)
This programme gave me the opportunity to meet new people and make friends.	4.4
I feel that my ideas are valuable.	4.3
My mentor guided me regarding my school and personal goals.	4.3
Thanks to the programme, my desire to do things has increased.	4.1

Table 26 · Mentee self-assessment statements about the programme

Taken together, the quantitative and qualitative findings show that the mentorship programme generated a high level of satisfaction for both mentors and mentees. The programme functions as a holistic empowerment model producing positive outcomes in many areas, including self-confidence, communication skills, social support, psychological well-being, future planning, social awareness and personal development.

RECOMMENDATIONS

Recommendations to Strengthen the Programme

The quantitative and qualitative findings presented in this report show that the mentorship programme is an effective practice supporting children's and young people's academic development, psychosocial well-being, social cohesion and future planning. Drawing on the views of mentors, mentees and parents, the following recommendations have been developed to strengthen the programme further in the future.

1

Diversifying Social, Cultural and Educational Activities

Both mentors and mentees stated that, alongside individual meetings, they need more social and applied activities. Group activities can help students interact with one another, develop their social networks and strengthen their sense of belonging. It is therefore recommended to increase excursions, sports activities, career introductions, arts activities, reading events and group gatherings.

2

Reviewing Programme Duration and Meeting Frequency

Some mentees requested that the programme last longer and that meetings be held more frequently. Mentors also drew attention to the importance of regular follow-up mechanisms so that the effects on mentees can be more sustainable. Extending the programme, or planning follow-up meetings at certain intervals after it ends, could therefore be considered.

3

Strengthening Mentor–Mentee Matching and Individualised Support

The findings show that the relationship between mentor and mentee plays a decisive role in the success of the programme. It is therefore recommended that students' interests, academic goals, career expectations and individual needs be assessed more systematically during matching. Mentors' capacity to set individual development goals for each mentee should also be strengthened.

4

Building Mentors' Capacity in Meeting Planning and Session Management

Mentees' views indicate that the repetition of topics in meetings sometimes reduced their interest in the programme. Mentor training could include applied content on meeting techniques suited to different age groups, and on how to address themes such as education, career planning, psychological well-being, social relationships, digital life, time management and problem solving.

5

Continuing Training and Supervision to Support Mentors' Capacity

Almost all mentors (92%) are experiencing mentorship for the first time. It is therefore important to maintain training, guidance and experience-sharing mechanisms for mentors. Regular capacity-building activities are recommended on basic psychosocial support, effective communication, referral skills, intervention in crisis situations and child protection.

6

Strengthening Privacy and Safe Meeting Environments

For the mentoring process to be carried out in a healthy, trust-based way, it is important to provide suitable meeting settings in which students can express themselves comfortably. While closed, one-to-one settings are avoided in line with child protection principles, meeting conditions that support privacy can be created in shared areas through physical arrangements such as table layout and seating plans.

7

Increasing Mentees' Active Participation

To help mentees become more involved in the process, it is recommended that the programme give more space to weekly mini-goals, applied tasks and activities that support transfer into daily life.

8

Strengthening Mentor and Mentee Orientation

It is recommended that a practice-oriented orientation for mentors, covering how the programme works, ethical principles, roles and responsibilities, communication processes and crisis management, be planned separately from their training. For mentees, a comprehensive initial orientation should set accurate expectations of the programme, clarify the scope of the mentoring relationship and support active participation.

9

Establishing an Interim Evaluation Mechanism

It is recommended that regular interim evaluation meetings be held with mentors and mentees during the programme in order to monitor progress towards goals, identify needs at an early stage and, where necessary, plan supportive interventions.

10

Strengthening Monitoring and Follow-up Mechanisms

To assess the long-term effects of the programme, it is recommended that systematic monitoring and follow-up mechanisms be developed. Standard tools could be created for mentors to record mentee development, and impact monitoring could be carried out at certain intervals after the programme.

11

Developing Family Involvement and Inclusion Practices

Mentors' views show that involving families more closely in the process where necessary could support mentees' development. In addition, it is recommended that inclusive practices be developed to improve access to the programme for children with disabilities. Family information meetings, parent interviews and practices supporting the participation of students with special needs can increase the accessibility and impact of the programme.

CONCLUSION**Conclusion**

The quantitative and qualitative findings of this impact analysis show that the Mentorship Programme carried out by the Refugees Association in Sultanbeyli has largely achieved its objectives of supporting migrant children's and young people's academic development, psychosocial well-being, social cohesion and future planning skills. Data gathered from mentees' families, mentees and mentors during the 2025–2026 implementation period show that the peer-based, trust-founded mentoring model created a multidimensional and meaningful process of transformation for both sides.

For mentees, the programme's most notable contributions are concentrated in self-knowledge and self-confidence, academic motivation, future planning and supportive social relationships. Mentees reported concrete gains such as developing regular study habits, improved school performance, using their time more effectively and expressing themselves more comfortably. For mentors, the programme went beyond a volunteering experience and became a reciprocal learning process contributing to personal and professional growth, including gaining different perspectives, developing communication skills, acquiring new experiences and strengthening their sense of social responsibility. These findings confirm that mentoring is not a one-way support relationship but a holistic model that empowers both sides.

Findings on the factors shaping the programme's impact show that meeting frequency and continuity, participation in social and cultural activities, and the quality of mentor-mentee matching directly strengthen the impact. In parallel, the fact that a significant proportion of participants stayed in touch after the programme ended clearly indicates that the mentoring relationship turned into a lasting, natural support network extending beyond the formal programme period.

Taken together, these findings show that the Mentorship Programme is an effective and sustainable model for supporting the academic, social and psychosocial development of migrant children and young people, and for playing a preventive role against protection risks such as school dropout, child labour and early marriage.

The programme has not only contributed to individual development; it has also laid the groundwork for a community-based, trust-founded role-model network between mentors and mentees. In this respect, ensuring the programme's continuity and expanding its scope will bring long-term benefits at both the individual and the societal level.

At the same time, the findings point to areas for development that could increase the programme's impact and sustainability. Discussed in detail in the Recommendations section, these are summarised as priority needs for the coming period.

In conclusion, this impact analysis shows that the peer-based mentoring approach is an evidence-based and effective tool for empowering migrant children and young people. Preserving and further developing this potential will be possible by prioritising and implementing the needs summarised above and by giving the programme an institutional sustainability structure.

“

Since coming here, they've opened up a lot and now come and tell me everything. They didn't use to tell me things, but now they come and talk to me.

Mentee's Parent, F

“

I've become more aware of social issues.

Mentor, F, 21

“

Instead of feeling “I can't do it,” I now feel “I'll give it a try.”

Mentee's statement

“

I'm happy that I've been able to set goals for my future.

Mentee's statement

“

My confidence has grown, and the experience has helped me understand young people better.

Mentor's statement

“

I've started speaking both English and Turkish better.

Mentee, M, 12

The Refugees Association welcomes the quotation, sharing and distribution of this report, provided that the source is cited.

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