



MENTORING/TUTORING SCHEME (*METHODOLOGY AND COMPONENTS*)

GENDER MENTORING

METHODOLOGICAL BASE AND PREREQUISITES

1. Initial conditions.

Relevance of the scheme: The Gender Mentoring and Tutoring (Women in Science) scheme is highly relevant in the contemporary academic and professional landscape, addressing the underrepresentation and challenges faced by women in science, technology, engineering, and mathematics (STEM) fields. Despite significant strides in gender equality, women continue to be underrepresented in these areas, often due to systemic barriers, societal norms, and gender stereotypes that influence their participation and progression.

To ensure a better future for the world, the United Nations adopted 17 goals of sustainable development, among which quality education and gender equality occupy an important place. According to the United Nations, "Gender equality is not only a fundamental human right but also a necessary basis for a peaceful and sustainable world." Ensuring equal access for women and girls in the process of making social, political, and economic decisions will contribute to the achievement of sustainable development goals.

Target Audience: The program is designed for female students, researchers, and professionals in STEM, who encounter specific challenges rooted in gender biases. These women are often at various stages of their academic and professional journeys, from undergraduate students to established professionals.

Needs and Requests: professional development, connected to seeking opportunities for skill enhancement, networking, and career progression; recognition and representation in the STEM field, visibility and acknowledgment of women's contributions.



Challenges and concerns: gender stereotypes, which often undermine women's competence and credibility in STEM, barriers in accessing opportunities for advancement and leadership roles.

Socio-economic challenges: balancing professional aspirations with societal expectations of family roles, economic challenges that limit their access to education and resources.

Psychological aspects: the pressure to prove competence amidst gender biases leads to psychological stress.

Cultural norms and stereotypes: cultural norms still dictate 'appropriate' fields for women, often excluding STEM.

Aspirations, goals, prospects: aspiration to advance in their careers, overcoming gender barriers; many of young woman aim to assume leadership positions, contributing to decision-making and innovation

Risks and fears: gender stereotypes such as "a woman's main responsibility and mission is the family", "a man's profession"

2. Vision of the target audience after and due to mentoring/tutoring.

As a result of using the mentoring/tutoring scheme, student girls will become more goal-oriented, clearly formulate their goals, and more actively participate in scientific events, which will contribute to enhancing their professionalism and career advancement in the future. A special role is assigned both to equal chances of receiving professional education for women and men, as well as introducing the principles of gender equality directly in the process of acquiring education.

3. The ambitions of mentoring.

The ambition of introducing and using the mentoring scheme is to break stereotypes introduced in society (such as "a woman's main responsibility and mission is the family", "a man's profession"), and to acquire the self-confidence that will outweigh the influences of certain circumstances. Finally, girls will be able to realize their own goals and aspirations and establish themselves.

4. Values.

1. Equality;
2. Developing the ability to overcome barriers;
3. Setting specific goals;
4. Development of necessary skills;
5. Developing the ability to cooperate;
6. Culture of ethical behavior;
7. Ability to take responsibility;
8. Personal growth;
9. Focus on development
10. Professional development.

5. The aim of the mentor/tutor's cooperation with a specific target audience.

The purpose of mentor/tutor collaboration with a specific target audience is to help the mentee/tutee develop the necessary skills and confidence to achieve the desired goal, which will contribute to professional development.

The results:

1. Raising the level of awareness and consciousness on gender issues;
2. Development and implementation of a concept focused on career development;
3. Implementation of effective cooperation and communication mechanisms between administrative and academic staff and students on gender equality issues and main problems;
4. Development and implementation of optimal mechanisms for timely identification of gender discrimination and appropriate preventive measures.

6. Methods:

6.1. Engagement of mentors/tutors.

A mentor is a volunteer professor/teacher or representative of the industrial partner, who can help beginning female students build practical skills and develop professionally while supporting and guiding female mentees pursuing careers in scientific fields. She or he has a strong background in a relevant scientific discipline and a deep understanding of the unique challenges and opportunities that women may encounter in the scientific community.



A tutor is an advanced student who has enough practical experience and a desire to help another student overcome difficulties.

Involving mentors and tutors starts by reaching out to gender-focused organizations and women's leadership networks that share an interest in gender equity and empowerment, as well as engaging with academic departments and faculties known for their commitment to diversity and inclusion. Additionally, leverage social media platforms and online forums dedicated to gender issues to connect with potential mentors who are passionate about fostering gender diversity and equality in their respective fields.

Based on an analysis of student surveys, employment rates, and academic and student engagement rates, selected faculty staff together with industry partners will develop hands-on lectures and thematic workshops that will help students improve their practical skills.

The project team will also develop guidelines for individual consultations.

6.2. Selection of mentee/tutee.

Tutees/mentees - are undergraduate female students who have some difficulty in engaging with university life, coping with different courses of study, achieving program learning outcomes, and developing career skills. They are willing to participate in scientific activities and events, but they believe that they need additional consultations/seminars in order to develop the skills necessary for writing and formatting a scientific paper.

Principles of involvement of mentees and tutees: the involvement of mentees and tutees is voluntary with the understanding that they are interested in their own development. Approaches to engaging them include an open application process, a cover letter, clear communication of the program's goals and expectations, and ongoing support to ensure that they can fully benefit from the mentoring/tutoring relationships.

Approaches to involvement of mentees and tutees: the university introduces the developed mentoring and tutoring scheme to female students, especially newcomer students, a special electronic portal will allow interested students to register for a



program, and select a mentor/tutor. Mentees and tutees are selected based on their requests and applications.

6.3. Mentor-mentee, tutor-tutee interactions.

Matching criteria are aimed to optimize mentor-mentee and tutor-tutee pairs tailored to individual needs and goals. These include gender alignment for open discussions on gender-related issues, alignment in academic or career paths for relevant guidance, and pairing based on professional experience to ensure effective guidance. Aligning participants with shared goals and objectives, adjusting for availability and schedules, promoting diversity and inclusion is preferred.

The type of interaction between the mentor and the mentee, the tutor, and the tutee will depend on mutual agreement of all parties. If the mentee/tutee wishes to take part in the syllabus-based lecture, thematic workshops or group work, suggested by the mentor/tutor, the interaction will naturally take place in this format (both online format and face-to-face formats are considered). If the mentee/tutee wishes for individual consultations, the mentor/tutor and the metee/tutee will plan the format of individual consultations, which is also discussed here, both face-to-face and online format.

7. Mentor-mentee, tutor-tutee interaction approaches.

Both group and individual meetings, remote or face-to-face, are considered according to the needs and desires of the mentee/tutee.

During career planning, emphasis will be placed on the importance of specific educational programs, real-world application, and elimination of misunderstandings of gender roles. It is important that gender equality issues are reflected in career service training modules.

8. Algorithms for selecting mentors/tutors and mentees/tutees. *Detailing and specification of 6.1, 6.2. in a structured form (lists, flowcharts, etc.).*

Mentor selection algorithm:

In the first stage, the mentoring program will be implemented by the academic staff involved in the project as trainers/researchers/or members of the student's career

development department together with industrial partners, who are ready to develop hands-on courses related to the topic of the scheme.

In order to increase the number of mentors, after the piloting new ones might be selected among the faculty staff of the HEI and industrial partners, with the following **qualification requirements**:

- Practical experience in relations with students (teaching);
- Scientific degree, certificate, or attestation of training in the relevant field;
- Good communication and teamwork, ability to gain goodwill and trust;
- Good communication with students, sense of responsibility, and reliability.

Selection of tutors: tutors will be selected from senior undergraduate/ or master's students who have certain academic and scientific-practical achievements and are committed to contribute to establishing gender equality in the university.

Qualification requirements for tutors will be announced through a special electronic portal:

- Academic experience (must be a senior undergraduate/master's student with good academic record);
- Must have experience participating in student activities (sports competitions, conferences);
- Understanding gender equality issues;
- Motivation to join the tutoring scheme.

All potential mentors and tutors should participate in mandatory training.

Algorithm for selecting mentees/tutees:

1. Launch an open call for mentee applications:
 - Advertise the mentoring program through university channels, social media platforms, and relevant networks.
 - Communicate the purpose of the program and the criteria for participation (being a current student of a specific institution, demonstrate a commitment to actively engage in the mentoring program, have clear goals or areas of focus for their mentoring experience, willingness to learn from their mentor's/tutor's



experiences and insights etc).

2. Application and project proposal submission:

- Invite prospective mentees/tutees to create tier profiles at the IT-platform, including their background information and a project proposal. In the project proposal, mentees should outline their goals, objectives, and areas where they seek guidance from experienced professionals.

Next steps:

1. Matching mentors and mentees using algorithms of the IT-platform;
2. Organizing an introductory meeting or orientation to introduce mentees and mentors, clarify expectations, establish communication guidelines, and set project milestones.

9. Procedures.

Organization of mentor-mentee, tutor-tutee interaction

1. Mentors and tutors develop a series of thematic workshops supplemented by hands-on courses related to the program's theme. These courses and workshops serve as foundational elements of the mentoring and tutoring program and are introduced to the university community. The responsibility for managing the program is assigned to the Student Career Development Center (or a relevant university unit), in collaboration with the T&M Center.
2. The registration of students as mentees or tutees for the mentoring and tutoring program is announced through a dedicated portal. Mentors and mentees, as well as tutors and tutees, are matched based on the specified matching criteria, taking into account the interests of the mentee/tutee.
3. Orientation sessions are conducted for both mentors/tutors and mentees/tutees to acquaint them with the program's goals, guidelines, and expectations. Regular one-on-one or group interactions occur between mentors/tutors and mentees/tutees, with meetings taking place through scheduled sessions, virtual platforms, or face-to-face interactions, depending on participants' preferences and availability.

4. Progress tracking, feedback sessions, and reporting include monitoring mentees' and tutees' progress, as well as addressing any challenges faced. The program's effectiveness is regularly assessed through feedback mechanisms.

Quality monitoring

The University develops a mentee/tutee satisfaction survey questionnaire through which the mentee/tutee will rate the quality of their mentor/tutor's performance.

The Student Career Development Center together with the T&M Centre and the Quality Assurance Service will analyze the quality of work of mentors and tutors.

Desired Outcomes	Evaluation Criteria and Indicators	Information collection tools
Raising professional skills	<p>Enhancing professional skills:</p> <ul style="list-style-type: none"> - mentee/tutee girls (students) professional skills increase significantly. They no longer have a barrier in terms of writing scientific papers. <p>Professional recognition and awards:</p> <ul style="list-style-type: none"> - Female students actively participate in various scientific events, and more girls win competitions, and are awarded certificates and scholarships. 	<p>Surveys or questionnaires, skill assessment tests, record of awards, certificates, scholarships, and competition wins earned by female students participating in the program, mentor/tutor reports.</p>
Career growth	<p>Achievements:</p> <ul style="list-style-type: none"> - The majority of female students are engaged in research activities and innovations, they show their readiness to participate in various scientific events, and they can freely compose and decorate scientific topics. Creative and critical thinking develops. 	<p>Surveys, event participation records, self-reflection, mentor/tutor reports, documentation of innovations.</p>

Self-confidence, overcoming barriers	Female students not only participate in scientific forums but are also motivated to win, win awards and gain wide recognition.	Surveys, event participation records, self-reflection, mentor/tutor reports
Finding sufficient resources for capacity building	Along with their busy academic life, girls can participate in various scientific events, engage in various student and scientific activities, and, accordingly, become motivators for other student girls.	Surveys, event participation records

Performance control

The objective of this performance control is to ensure effective monitoring and evaluation of the gender mentoring scheme. The plan includes specific tasks with descriptions and measurable Key Performance Indicators (KPIs) to assess the program's performance.

Task	Description	KPI
Goal achievement	Assess reaching long-term and short-term goals that have been previously set by mentees	<ol style="list-style-type: none"> Percentage of mentees who accomplish their predefined goals within the agreed timeframe; Percentage of goals set by mentees that have been successfully or partially achieved
Action plan implementation	Assess the extent to which mentees have implemented the action plans and strategies discussed with their mentors	Percentage of action steps or tasks outlined in the mentees' action plans that have been completed within a mentoring program



Networking effectiveness	Measure the expansion and quality of mentees' networks and connections at the university and local community	Number of new at the university and local community connections or opportunities gained by mentees through the mentoring program
Mentee engagement	Measure the level of mentee engagement and active participation in the mentoring relationship	Frequency of mentee-initiated interactions or engagements with their mentors
Mentor engagement	Assess mentors' level of participation, commitment, and effectiveness in supporting mentees' growth	Average mentor engagement score based on feedback from mentees
Knowledge transfer	Measure the extent to which mentees apply the knowledge, insights, and skills gained from the mentoring program to their professional contexts.	A set of new skills and knowledge discussed with their mentors and their application in relevant contexts
Program retention	Measure the retention rate of mentees throughout the mentoring program duration.	Percentage of mentees who complete the full mentoring program as planned

Level of satisfaction evaluation (based on pre-defined criteria and indicators).

Subject	Focus of Evaluation	Possible Methods of Evaluation
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<p>Mentors</p>	<ul style="list-style-type: none"> - Overall satisfaction with the mentoring scheme - Effectiveness of mentor-mentee relationships - Level of support and guidance provided to mentees - Opportunities for professional growth and development - Satisfaction with mentor training and resources 	<ul style="list-style-type: none"> - Mentor satisfaction surveys - Individual interviews or focus group discussions - Mentor feedback forms or questionnaires - Analysis of mentor engagement and retention rates
<p>Mentees</p>	<ul style="list-style-type: none"> - Overall satisfaction with the mentoring scheme - Quality of guidance and support received from mentors - Progress in achieving learning objectives and goals - Impact of mentoring on personal and professional development - Relevance of mentoring experience to future career 	<ul style="list-style-type: none"> - Mentee satisfaction surveys - Individual interviews or focus group discussions - Reflective journals or self-assessment forms - Analysis of mentee feedback and program completion rates

<p>HEI faculty staff</p>	<ul style="list-style-type: none"> - Engagement and satisfaction with the gender mentoring program - Contributions to mentees' academic and professional growth - Alignment of the program with faculty staff's roles and responsibilities - Support provided to mentees' integration into the university community 	<ul style="list-style-type: none"> - Surveys or questionnaires for university faculty staff - Interviews or discussions with faculty staff members - Analysis of faculty staff involvement in mentoring activities - Assessment of contributions to mentees' development
<p>Administration of HEI</p>	<ul style="list-style-type: none"> - Effectiveness of the mentoring scheme in achieving desired outcomes - Overall satisfaction of stakeholders involved in the program - Alignment of the scheme with the institution's goals and objectives - Efficiency of program administration and coordination - Impact of mentoring on student retention and academic success 	<ul style="list-style-type: none"> - Feedback surveys from the administration and program coordinators - Meetings or discussions with key stakeholders - Analysis of program reports and data - Review of student academic records and retention rates

10. Forms of work.

Tailored Hands-On Course. Within the framework of a separate course, the mentee/tutee will work on the development of projects, the production and design of research, and the presentation of results, and they will organize debates around various issues and meetings with Georgian and foreign women scientists who will share their experience and achievements with students and give them an example to realize their future goals. They will tell students how they became interested in



PROMOTING PROFESSIONAL EDUCATION
AND STUDENTS ENGAGEMENT
THROUGH COMPREHENSIVE MENTORING
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science, why they decided to pursue scientific activity, what stereotypes and difficulties they had to overcome in their scientific career, and how they overcame these obstacles and achieved success.

2. A series of workshops from industrial partners. These workshops involve collaboration between the mentoring program and external organizations or companies with a focus on gender diversity and inclusion. They are designed to provide mentees, tutees, and tutors with practical insights, real-world experiences, and industry-specific knowledge related to gender diversity and inclusion. These workshops facilitate engagement between our program participants and industrial partners, fostering a dynamic learning environment.

The workshops cover a wide array of relevant topics, including gender equity in the workplace, career advancement strategies, breaking gender stereotypes, effective communication, gender sensitivity, unconscious bias, intersectionality, promoting diversity and inclusion in STEM fields, leadership skills development etc.

Industry professionals, leaders, and experts in the field conduct the workshops. The workshops emphasize interactive and participatory learning. Participants engage in discussions, case studies, group activities, and Q&A sessions, promoting a deeper understanding of gender-related challenges and solutions.

Each workshop aims to provide practical takeaways and actionable strategies that female students can apply to their academic and professional journeys. Besides, the workshops offer networking opportunities with industry representatives, enabling mentees and tutees to expand their professional networks and gain valuable contacts.

3. Individual consultations - a personalized and confidential form of support and guidance offered to mentees and tutees, which are designed to address their specific needs, challenges, and goals. They provide female students with one-on-one sessions tailored to their unique needs and aspirations. The consultations are led by experienced mentors and tutors who specialize in gender-related issues and personal development. The aim is to offer a confidential and supportive space for mentees and tutees, to discuss challenges, set goals, and receive personalized guidance.

The consultations are confidential, ensuring that participants can openly discuss sensitive topics and seek guidance without fear of judgment. Consultations are

scheduled at convenient times for participants, allowing for flexibility to accommodate academic and professional commitments. Mentors and tutors may share relevant resources, reading materials, or contacts to aid participants in their development.

11. Information support.

1) **IT-platform** with relevant functionality as indicated in the Annex “IT-Platform”

2) Database structure

I. Mentors

1. First name
2. Last name
3. Gender
4. Contact Information (Email, Phone Number)
5. Professional Information (occupation, employes, job title or position, industry)
6. Areas of expertise, areas of mentorship interest ((STEM disciplines, research skills, career development, networking and professional connections, work-life balance, leadership skills, gender equity and inclusion, negotiation and advocacy, public speaking and presentation, grant and proposal writing, professional development resources, career transitions, stress management and well-being, entrepreneurship and innovation, global perspective (international opportunities))
7. Preferred forms of work
8. Availability schedule (days of the week, hours)
9. Meeting Format (off-line, online)
10. Previous mentoring experience
11. Notes and comments

II. Mentees/Tutees

1. First name
2. Last name
3. Gender

4. Date of birth
5. Contact information (email, phone number)
6. Educational information (current institution/department, academic group, major/field of study, academic year)
7. Specific needs or goals
8. Preferred forms of work
9. Availability schedule (days of the week, hours)
10. Mentor/tutor preferences (if applicable)
11. Mentor/tutor assigned (if applicable)
12. Mentoring/tutoring start date
13. Mentoring/tutoring end date (if applicable)
14. Mentoring/tutoring status (active, inactive, completed)
15. Notes/Comments

III. Tutors

1. First name
2. Last name
3. Gender
4. Date of birth
5. Contact information (email, phone number)
6. Educational information (current institution/department, academic group, major/field of study, academic year)
7. Areas of expertise/areas of tutorship interest (STEM disciplines, research skills, career development, networking and professional connections, work-life balance, leadership skills, gender equity and inclusion, negotiation and advocacy, public speaking and presentation, grant and proposal writing, professional development resources, career transitions, stress management and well-being, entrepreneurship and innovation, global perspective (international opportunities))
8. Preferred forms of work
9. Availability schedule (days of the week, hours)
10. Desired tutoring start date
11. Tutoring end date (if applicable)
12. Tutoring status (active, inactive, completed)
13. Notes/comments (for additional information or remarks)

3) Other external sources.

After completing and approving the mentoring and tutoring program, the university will publicize the information through the website and will organize advertising of the program in the press and on television.

12. Resource provision.

1. **Flexible gender-inclusive spaces**, where participants feel safe, respected, and comfortable. These spaces should be designed to encourage open discussions on gender-related challenges and opportunities. This could include options for in-person meetings, virtual meetings, or small group discussions. A dedicated room or meeting area with gender-neutral facilities should be provided.
2. **Gender literature**. The university's library should curate a collection of gender-related literature and resources. This collection can include books, articles, reports, and documentaries that explore gender issues, empowering participants to expand their knowledge and engage in informed discussions.
3. **Gender-responsive curriculum**. If applicable, the mentoring scheme can work with academic departments to develop gender-responsive curriculum elements within STEM programs. This ensures that gender-related topics are integrated into the academic experience.
4. **Support from gender experts** (both from the university and outside) can provide guidance on gender equity, inclusion, and strategies for creating a supportive environment within the program.
5. **Software and equipment** – technology to facilitate mentor-mentee and tutor-tutee interactions. Software should allow resource sharing, and progress tracking, ensuring accessibility for all participants, and other technology (Zoom, Google Meet, Teams) to be used for online meetings.
6. **Wi-Fi Connectivity**: Access to a reliable Wi-Fi network is necessary for seamless online communication, access to digital resources, and engagement with online platforms. A stable internet connection allows participants to actively participate in virtual sessions, access online materials, and collaborate with mentors, tutors, and peers.
7. **Qualified Personnel** (the roles we propose to be common): Having a team of qualified personnel is essential for the successful organization and implementation of mentor-mentee and tutor-tutee interactions. This includes experienced mentors, tutors, educators, and facilitators who possess subject expertise, pedagogical knowledge, and the ability to provide guidance and support to learners. These personnel play a crucial role in creating a nurturing

and engaging learning environment, fostering meaningful interactions, and tailoring the learning experience to meet the individual needs of participants.

Mentoring Coordinator/Program Administrator - is responsible for the overall management and administration of the mentoring program. This role involves overseeing resource provision, ensuring availability of necessary facilities, and coordinating logistics. The Coordinator also maintains communication channels and addresses any challenges related to resource access or utilization. The focus is on creating an efficient and effective program environment.

Program Managers - are responsible for the successful engagement of mentors and mentees within the program. They coordinate the collaboration between mentors and mentees, analyze program results, and develop suggestions for program improvement. The Program Managers play a crucial role in ensuring the program's effectiveness and impact by managing mentor-mentee relationships and continuously enhancing the program's quality.

Technical Expert - provides guidance and support in utilizing equipment, software, and specialized resources. They offer expertise in technical matters, helping program participants troubleshoot any technical issues that may arise. The Technical Expert ensures efficient resource utilization by assisting mentors and mentees in utilizing technology effectively, enhancing the overall program experience.

Trainers/Facilitators - conduct demonstrations, provide training sessions, and facilitate open events for mentors and mentees. Their role is to deliver educational content, equip program participants with necessary skills, and create an interactive learning environment. By facilitating the transfer of knowledge and fostering engagement, Trainers/Facilitators empower mentors and mentees to build successful mentoring relationships and achieve their goals.

13. Regulations. *Internal regulations of the Higher Education Institution regarding the procedures in mentoring/tutoring; mentoring/tutoring standards, including a list of competencies.*

1. Regulation for implementing the mentoring program within the university:
2. Objectives and scope of the mentoring program (as indicated in the Section METHODOLOGICAL BASE AND PREREQUISITES)

3. Program administration - roles and responsibilities of program coordinators, mentors, and mentees, along with any specific reporting or documentation requirements (as indicated in the relevant Section of this document)
4. Mentor selection and qualifications (as indicated in the relevant Section of this document).
5. List of competencies that mentees should develop by the end of the mentoring program.
6. Mentee enrollment and matching criteria (as indicated in the relevant Section of this document).
7. Mentoring process and activities (as indicated in the relevant Section of this document).
8. Evaluation and quality assurance (as indicated in the relevant Section of this document)
9. Confidentiality and ethics
10. Grievance and conflict resolution
11. Resource access guidelines

Regulations for the inclusion and management of the program will be approved along with the mentoring and tutoring scheme. Ethical norms and the protection of personal information should also be one of the important aspects of individual meetings.

List of competences for mentees/tutees

By the end of the program, mentees will have acquired the following knowledge, skills, and attitudes:

Knowledge:

1. Deeper understanding of gender-related issues, including stereotypes, biases, and challenges faced by individuals of different genders.
2. Methods and techniques to advocate for themselves effectively, addressing gender-related barriers and asserting their rights and needs in academic and professional settings.
3. Insights into career development strategies, goal setting, and pathways to success in their chosen fields
4. Understanding the importance of promoting diversity and inclusion, not only

in their own careers but also in the broader academic and professional community.

5. Understanding the importance of work-life balance and strategies for maintaining well-being is crucial knowledge for future success.
6. Understanding the intersection of gender with other aspects of identity, such as race, ethnicity, and sexuality.
7. Understanding international opportunities, collaborations, and global perspectives in their chosen fields.

Skills:

1. Leadership skills that enable them to take on leadership roles and contribute to gender equity initiatives.
2. Effective communication skills, allowing mentees to express their ideas, concerns, and aspirations clearly.
3. Research skills, critical thinking abilities, and scientific methodologies.
4. Conflict resolution skills.
5. Professional etiquette and behavior.
6. Skills for effective career planning, including setting goals, building resumes, and preparing for job interviews.
7. Ability to overcome barriers.
8. Ability to take responsibility.
9. Cooperation and team-work skills.

Attitudes:

1. Mentees' confidence in their abilities, encouraging them to pursue their academic and career goals without gender-related hesitation.
2. Mentees' readiness to networking and expanding their professional network, connecting with mentors, peers, and industry professionals.
3. Mentees become advocates for gender equity, using their knowledge and experiences to drive positive change in their academic and professional environments.
4. Readiness to overcome challenges, develop resilience, and persist in the face of adversity.
5. Focus on development.

14. Methodological support.

Guideline for Gender Mentoring (Women in Science).

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 - Mentees (aspiring women in science)
 - Program coordinators
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- Guiding mentees in scientific practice with a gender lens
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6. Annexes

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3. Agreement with a tutor
4. Agreement with a tutee

15. Infrastructural support for mentoring / tutoring in higher education institutions.

Infrastructural support for mentoring/tutoring HEIs is provided by the Tutoring & Mentoring Center (T&M Center) together with relevant units (University's Student Career Development Service, Public Relations and Quality Assurance Service etc.).

T&M Center is responsible for overseeing and coordinating the mentoring/tutoring programs within the institution and serves as a central point of contact for mentors/tutors, mentees/tutees, and other stakeholders involved in the mentoring/tutoring process. It facilitates communication, coordination, and quality assurance, ultimately contributing to the positive educational experiences and professional development of mentees/tutees.

The main tasks of the T&M Center include:

1. Mentors/tutors recruitment and training: running mechanisms for recruiting and selecting qualified mentors/tutors from both internal and external sources, as well as providing training programs and workshops to equip mentors/tutors with the necessary skills, knowledge, and competencies to effectively guide and support mentees/tutees.
2. Mentees/tutees enrollment and matching: collecting mentee/tutee preferences, academic needs, and career aspirations, and matching them with suitable mentors/tutors based on compatibility and expertise.
3. Information and communication support: establishing communication channels such as dedicated email addresses, IT-platform, social media channels and providing information about the mentoring/tutoring programs, guidelines, resources, and important updates.
4. Monitoring and evaluation of the mentoring/tutoring programs to ensure their effectiveness and continuous improvement. Mechanisms are in place to

collect feedback from mentors, mentees/tutees, and other stakeholders, and to conduct assessments or surveys to gauge program outcomes and impact.

5. Providing resources and support materials related to mentoring/tutoring: online libraries, databases, handbooks, and guides that mentors, mentees/tutees, and program coordinators can utilize for reference and professional development.
6. Providing administrative support to assist with program logistics, scheduling mentor/mentee or tutor/tutee meetings, and handling administrative tasks related to the mentoring/tutoring process.
7. Reporting and documenting mentoring/tutoring activities, progress reports, and outcomes.

16. Psychological support for mentoring / tutoring in higher education institutions.

Psychological support within a gender mentoring program acknowledges that success in science is not only about academic and technical skills but also about mental and emotional well-being. The unique challenges and barriers that women may face in scientific fields and aims to provide mentees with the emotional and psychological resources needed to navigate these challenges effectively. By providing mentees with the tools and resources to navigate the psychological aspects of their scientific careers, the program helps them thrive and contribute to the advancement of women in science.

Within a gender mentoring and tutoring scheme, psychological support encompasses several key aspects. Firstly, it emphasizes empowerment and self-efficacy, with a focus on enhancing mentees' self-confidence and belief in their capabilities, guided by mentors who aid them in recognizing their potential and setting ambitious career goals. Secondly, resilience building is crucial, equipping mentees with the tools to navigate setbacks and challenges, with mentors sharing their own experiences and providing guidance on resilience strategies. Additionally, coping strategies are imparted to help manage stress and imposter syndrome, fostering work-life balance. The establishment of a robust mentor-mentee rapport encourages open communication and the sharing of concerns. Recognizing gender-specific issues is essential, creating a safe space to address topics like gender bias and discrimination. Moreover, goal alignment aligns personal and professional aspirations, and mentors assist mentees in overcoming imposter syndrome while fostering networking and

peer support. Discussions on work-life integration and strategies for self-reflection and feedback contribute to personal growth.

Unfortunately, there are still certain dogmas and in most cases, students have a certain barrier and find it hard to turn to specialists for psychological help. To solve this problem, it is important to raise awareness of students and have open discussions that help reduce this stigma.

Psychology students will also be involved in the tutoring scheme, who will provide support to the target audience.

Annex A

IT-Platform functionality

The IT-platform provides the following functionality:

- Possibility to register on the platform and create profiles;
- Possibility to be matched with the mentor and obtain necessary support;
- Information about the upcoming events and opportunities;
- Announcements on meeting hours with mentors and other cooperation details.
- Introduction material about the university structure, students campus, study process and schedules, useful contacts, support services, students clubs, libraries, sport facilities etc.
- Communication tools to facilitate interaction between mentors and mentees.
- Educational resources and study materials.
- Features for tracking project progress and milestones for mentees/tutees.

Technical specification

1. **User Registration:** The platform would allow mentors and mentees to create their profiles by providing relevant information such as their name, contact details, areas of expertise, and preferences.
2. **Matching Algorithm:** An advanced matching algorithm would be implemented to pair mentors and mentees based on various criteria, such as subject expertise,

availability, and specific mentoring needs. The algorithm would ensure the best possible match for both parties.

3. **Search and Filtering:** The platform would offer search and filtering options to help mentees find mentors based on specific criteria, such as subject, academic level, or availability. This feature would allow mentees to explore the available mentor profiles and choose the one that best fits their requirements.
4. **Communication Tools:** The platform would provide communication tools to facilitate interaction between mentors and mentees. This might include messaging systems, video conferencing capabilities, or integrated chat features, allowing seamless communication and collaboration.
5. **Scheduling and Calendar Integration:** To simplify the scheduling process, the platform could offer integrated calendars or scheduling tools. Mentors and mentees would be able to coordinate and schedule mentoring sessions based on their availability, with automated reminders and notifications.
6. **Progress Tracking and Feedback:** The platform would enable mentors and mentees to track their progress and provide feedback on the mentoring sessions. This could include features for recording session notes, setting goals, and evaluating the overall mentorship experience.
7. **Resource Sharing:** The platform might include a repository of educational resources, study materials, or reference materials that mentors can share with their mentees. This feature would facilitate knowledge transfer and support the learning process.
8. **Analytics and Reporting:** The platform could generate analytics and reports to track the effectiveness of the mentoring program. This might include metrics such as session duration, frequency of interactions, and mentee progress. These insights can help improve the mentorship program and identify areas for enhancement.
9. **Security and Privacy:** The platform should prioritize data security and privacy by implementing measures such as secure user authentication, data encryption, and compliance with relevant regulations (e.g., GDPR). It should also ensure that users have control over their personal information and can set their privacy preferences.
10. **Mobile-Friendly Interface:** To enhance accessibility and convenience, the platform should have a mobile-friendly interface or even dedicated mobile applications. This would allow mentors and mentees to access the platform and engage in mentoring activities from their smartphones or tablets.