



## **MENTORING/TUTORING SCHEME** *(METHODOLOGY AND COMPONENTS)*

# **MENTORING FOR IDPs AND OTHER RELOCATED STUDENTS**

### **METHODOLOGICAL BASE AND PREREQUISITES**

#### **1. Initial conditions.**

Mentoring guidance is highly important for the internally displaced students who face a lot of challenges. Additional assistance should be provided to the IDP-students to create equal opportunities for their study purposes and harmonious development. The need for the additional support for the IDP – students is extremely important in Ukraine under conditions of war. Several decisions have been made by the Ukrainian Government in order to support students who moved from the temporarily occupied territories of Ukraine, residents of particularly dangerous areas – like study at the educational establishments for state funds, including higher educational institutions (Resolution of the CMU as of October 28, 2022, № 1224). It means that the internal support should be provided at each HEI in Ukraine.

#### **Scheme of the mentoring for IDP-students provides the following benefits:**

- Realization of the principle of student-centered learning;
- Providing equal opportunities and the right to education for the internally displaced students.
- Increase of self-confidence and psychological-moral state among the IDP-students.

**Relevance of the scheme:** The mentoring/tutoring scheme is specifically designed for internally displaced and relocated university students in Ukraine and Georgia. It aims to empower young people to navigate the multifaceted challenges associated with their academic, social, and psychological well-being, facilitating their successful integration into new environments. Core components of the program offer a holistic support system, consequently empowering displaced students to surmount their distinct challenges with efficacy.

**Target audience:** internally displaced university students in Ukraine and Georgia,

who have been uprooted from their homes due to war, military invasion, ecological disaster or other socio-political factors.

**The needs and requests include:** 1) social acceptance, forming meaningful relationships with peers, faculty, and staff at the university, and feeling a sense of belonging within the university community, as well as outside the university; 2) academic support due to disrupted educational process; 3) psychological support and access to mental health services; 4) career guidance, internships and job placement services due to disrupted original career plans; 5) acknowledgement and acceptance of emotional and psychological challenges caused by displacement.

**Challenges and concerns:** disrupted schooling, limited access to educational resources in their new location, a sense of isolation, and difficulties in building new relationships. They may also face discrimination and stigmatization from the local population due to their status as "outsiders".

**Socio-economic challenges:** lack of social and support networks in their new location, uncertain future and insecurity (including economic one), worrying about long-term stability, inability to return home, disrupted career development, reduced social mobility.

**Psychological aspects:** facing psychological stress and trauma due to being displaced from their homes and familiar environments; feelings of loss, fear, and uncertainty.

**Culturally,** internally displaced students feel isolated or out of place in their new environments, due to significant differences in traditions, social norms and even language in certain regions.

**Risks and fears:** physical safety, loss of identity and belonging, unpredictable future, concerns about financial sustainability, prejudice, marginalization, or negative stereotypes, mental health challenges.

**Aspirations, goals, prospects** center around stability, security, acceptance and the opportunity to continue their education, work and life in a supportive environment. Some of them aspire to return to their homes, others - to build new lives in their current locations or abroad. Quite often they are ready to join in volunteering activities, public initiatives and social projects.

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

As a result of the mentoring/tutoring scheme, mentees will be empowered to navigate academic, social, and psychological challenges, fostering resilience and facilitating successful integration into their new environments. They will achieve



PROMOTING PROFESSIONAL EDUCATION  
AND STUDENTS ENGAGEMENT  
THROUGH COMPREHENSIVE MENTORING  
AND TUTORING SYSTEM AT HEIS



Co-funded by  
the European Union

their educational and career goals, realizing their potential as confident, capable professionals and individuals.

### **3. The ambition of the mentoring/tutoring program**

The ambition of the mentoring/tutoring scheme is to provide comprehensive support to internally displaced students, empowering them to overcome challenges and fostering resilience.

#### **4. Values.**

This scheme is based on the following values:

1. Empowerment
2. Resilience
3. Inclusivity
4. Respect
5. Compassion
6. Integrity
7. Collaboration
8. Diversity
9. Personal Growth
10. Community Engagement

### **5. The aim of the mentor's cooperation with a specific target audience.**

**Applying the scheme aims** at fostering academic success, social integration, and psychological resilience among internally displaced university students. Through personalized guidance, academic assistance, and psychological support, the scheme aims to facilitate successful integration into their new environments, promoting acceptance and understanding. The scheme not only enables students to realize their full potential but also fosters a shift in local communities' attitudes towards these students, promoting inclusivity and mutual respect.

**The result:** transformative and empowering experience for mentees, who are equipped to navigate their unique challenges and achieve the desired future state of empowerment and resilience

## 6. Methods:

### 6.1. Engagement of mentors/tutors.

**A mentor or tutor** is a trusted individual (faculty members, professionals from relevant fields, or even peers) who understands the unique challenges that come with displacement. He or she would ideally have experience in navigating similar situations, either personally or professionally, and be able to provide practical advice and guidance based on this experience.

**The engagement of mentors** is based on principles of voluntary participation, mutual respect, and commitment to the mentee's growth. Approaches to their involvement include targeted recruitment, comprehensive training, and ongoing support to ensure they are equipped to provide effective mentorship.

Cooperation with non-governmental organizations of internally displaced persons or those working for and with them is highly recommended.

### 6.2. Selection of mentee/tutee.

**A mentee/tutee** is an internally displaced university student in need of guidance and support to navigate challenges of displacement.

**The selection of mentees/tutees** should be based on their status as internally displaced persons, their expressed needs, and their commitment to participate in the program. The involvement of mentees is voluntary, with the understanding that they are active participants in their own growth and development.

**Approaches** to their involvement include an open application process, clear communication about the program's objectives and expectations, and ongoing support to ensure they are able to fully benefit from the mentoring/tutoring relationship.

### 6.3. Mentor-mentee, tutor-tutee interactions.

**Matching criteria:** shared background, cultural sensitivity, trauma-informed approach, willingness to learn and grow, support network expansion, career aspirations, and compatibility with mentors' expertise.

Once matched with a mentor, mentees actively participate in the mentoring relationship by regularly communicating their progress, seeking advice, and incorporating mentor feedback into their project implementation.

Regular meetings and open communication channels are **main forms of interaction**.

Regularly scheduled meetings, whether in-person or virtual, provide a structured space for discussions, goal setting, and progress tracking. Outside of scheduled meetings, maintaining open lines of communication through email, messaging apps, or phone calls can provide additional support.

Training, coaching during project implementation, personal support and counseling are main methods to be used.

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

Both group and individual sessions can be beneficial depending on their goals and both mentor and mentee preferences. Depending on the current tasks and activities, interactions could take place in a classroom setting, remotely (via video call, phone call, or email), or a combination of both.

A systematic approach, with regular scheduled sessions, is preferred in project-based learning for providing consistency and structure. However, mentors should also be available to respond to requests and needs outside of these scheduled sessions, providing flexibility and ensuring that mentees can access support when they need it.

For counseling and other specialized support, mentors can refer mentees to appropriate services and collaborate with these services to provide holistic support.

## **MODEL OF THE MENTORING \ TUTORING SCHEME**

### **8. Algorithms for selecting mentors/tutors and mentees/tutees.**

#### **Algorithm for Selecting Mentors/Tutors**

1. Identify the pool of potential mentors:
  - 1.1. Reach out to alumni networks, professional networks working with IDPs, NGOs, volunteers, local authorities, and industry contacts.
  - 1.2. Advertise the mentorship program through university channels and social media platforms.
  - 1.3. Invite interested individuals to create tier profiles at the IT-platform,

highlighting their qualifications, experiences, and if relevant, project proposal.

2. Screening & interview:

2.1. Review profiles based on the defined selection criteria

2.2. Assess the mentors' availability and commitment to the program during interview

**Mentor qualifications and requirements:**

- Experience or qualifications in a relevant field, such as education, psychology, social work, or a field related to the mentee's academic or career interests;
- Good understanding of the challenges faced by displaced individuals, either through personal experience, professional experience, or education;
- Strong communication and interpersonal skills, ability to establish rapport with mentees, actively listen, provide constructive feedback, and foster a supportive learning environment;
- Cultural sensitivity and respect of diversity; ability to support mentees from different cultural backgrounds;
- Availability to provide guidance and support to mentees, dedicating time for regular interactions during the whole program period;
- Readiness to maintain confidentiality, respect mentees' boundaries, and act in the mentees' best interests.

All potential mentors should participate in mandatory training.

**Algorithm for Selecting Mentees:**

1. Launch an open call for mentee applications:

1.1. Advertise the mentoring program through university channels, social media platforms, and relevant networks.

1.2. Communicate the purpose of the program and the criteria for participation (being a current internally displaced 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 experiences and insights etc).

2. Application and project proposal submission:
  - 2.1. Invite prospective mentees to create tier profiles at the IT-platform, including their background information and 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.**

### **Procedures for Organizing Mentor-Mentee Interaction**

1. Disseminating information about the application process. Information regarding the application process is disseminated through the T&M Program Coordinators within each Institute (Department) of the university, who provide guidance to prospective IDP students on how to participate in the program either as a mentee/tutee, or as a tutor.

Faculty coordinators and T&M Centre's staff contacts with potential mentors.

Additionally, relevant announcements are posted on the university's website and social media platforms.

2. Registration at the IT platform & Profile completion. Mentees, tutors and mentors register on the designated IT platform for the mentoring program and create their profiles, providing necessary information such as contact details, background and areas of interest. Mentees specify their needs, and areas where they seek guidance while mentors and tutors showcase the directions in which they can provide mentorship/tutoring.
3. Matching process - fully automated at the platform or manually by the T&M Centre staff in accordance with the Matching criteria (para 6.3).
4. Introduction and agreement. Initial introduction is facilitated through the IT platform or other communication channels. After, the mentor/tutor and

mentees/tutees have an initial meeting to discuss their expectations, goals, and establish an agreement on the scope and frequency of interaction, clarify goals, objectives, and desired outcomes of the mentoring/tutorship relationship, and determine the preferred communication methods.

5. Regular communication/check-ins. Mentees and mentors, tutee and tutors engage in regular communication that can occur through the IT platform's messaging system, virtual meetings, email, or other agreed-upon channels, as well as on-site. Meetings aim to check progress updates, provide guidance, discuss mutual achievements, challenges, and any questions or concerns. Besides, mentees, mentors, tutees and tutors provide feedback on their mentoring experience through the IT platform or surveys.
6. Progress tracking, monitoring, and evaluation. Continuous monitoring and evaluation occur throughout the program, with monthly reports serving as checkpoints to assess progress and align with quality monitoring and performance control indicators. The end-of-program evaluation aims to comprehensively assess program effectiveness, identify strengths, and pinpoint areas requiring improvement, and is based on collecting feedback from mentees, tutors, and tutees.

### Quality Monitoring

The objective of the quality control process is to ensure that the mentoring and tutoring scheme for relocated students leads to achieve desired outcomes, as assessed through evaluation criteria and indicators, while utilizing relevant monitoring tools.

| <b>Desired outcomes</b>  | <b>Evaluation criteria and indicators</b>  | <b>Collecting information tools</b>   |
|--|--|---|
| Mentees/tutees are empowered to navigate the academic, career, social, and psychological challenges they face, and adapt to their new environments more effectively. | Self-efficacy & adaptability: <ul style="list-style-type: none"> <li>- Mentees/tutees demonstrate increased confidence in their ability to handle academic, career, social, and psychological challenges;</li> <li>- Mentees/tutees show improved ability to adapt to new environments, including</li> </ul> | Self-report surveys or interviews, observation, mentor's/tutor's report<br><br>Observation, |

|   |   |   |
|---|---|---|
|   | <p>integrating into the university community, forming new relationships, and navigating cultural differences.</p> <p>Academic performance:</p> <ul style="list-style-type: none"> <li>- Mentees/tutees effectively navigate academic challenges;</li> <li>- Mentees/tutees actively participate in classes, complete assignments, and get positive feedback from academic staff.</li> </ul>   | <p>mentor's/tutor's report, mentee's/tutee's self-evaluation</p> <p>Grades, course completion rates, or feedback from academic staff</p>                |
| <p>Successful integration of mentees/tutees and their smooth transition into their new environments.</p>  | <p>Sense of belonging:</p> <ul style="list-style-type: none"> <li>- Mentees/tutees participate in community activities, clubs, or social events;</li> <li>- Mentees/tutees report feelings of connection and acceptance within their university and local community.</li> </ul> <p>Expanded connections with local communities:</p> <ul style="list-style-type: none"> <li>- Mentees/tutees develop new relationships with peers, faculty, staff and representatives of local communities.</li> </ul> | <p>Number and type of activities the mentee/tutee is involved in;</p> <p>Self-report surveys or interviews</p> <p>Self-report surveys or interviews</p> |
| <p>Mentees develop their career aspirations, realize their potential as capable professionals and make informed decisions regarding their future careers.</p> | <p>Career Planning:</p> <ul style="list-style-type: none"> <li>- Mentees/tutees have clear, realistic career goals;</li> <li>- Mentees/tutees demonstrate an understanding of the steps needed to achieve their career goals.</li> </ul> <p>Career progression:</p>   | <p>Reviewing mentee's/tutee's career plan, discussions during mentoring and tutoring sessions;</p> <p>Attainment of</p>                                 |

|   |   |  |
|---|---|--|
|   | <ul style="list-style-type: none"> <li>- Mentees/tutees demonstrate increased confidence in navigating career challenges;</li> <li>- Mentees/tutees demonstrate the development of skills relevant to their chosen career.</li> </ul>   | <p>internships, job interview/placements, clear career plans;</p> <p>Self-report surveys, feedback from mentors, tutors, evidence of skill development (certificates, references etc.)</p>   |
| <p>Mentees/tutees develop resilience and coping mechanisms to navigate the socio-economic and emotional challenges they face.</p> | <p>Psychological well-being:</p> <ul style="list-style-type: none"> <li>- Mentees/tutees effectively navigate psychological challenges;</li> <li>- Mentees/tutees demonstrate emotional stability.</li> </ul> <p>New competences needed for coping with displacement:</p> <ul style="list-style-type: none"> <li>- Mentees/tutees demonstrate improved problem-solving skills;</li> <li>- Mentees/tutees show persistence in their academic, career, or personal goals, despite challenges;</li> <li>- Mentees/tutees demonstrate the ability to make informed decisions about their life.</li> </ul> | <p>Self-report mental health surveys, use of mental health services, feedback from counselors or mental health professionals;</p> <p>Tracking progress towards goals; feedback from mentors or academic staff;</p> <p>Discussions during mentoring sessions or through self-report measures.</p> |

### **Performance Control**

The performance control process aims to optimize the mentoring program for IDP-students by evaluating satisfaction, activity realization, and engagement of mentees and mentors through specific KPIs.

| Field                          | Description   | KPI  |
|--------------------------------|---|--|
| Meeting the students needs     | Assess the satisfaction of the mentoring program for IDP-students                             | Percentage of satisfied mentees according to the feedback.                       |
| Activities plan implementation | Assess the level of the planned activities realization.                                       | Percentage of the planned activities are realized, including scheduled meetings. |
| 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   | Average mentor engagement score based on feedback from mentees                   |

### Methods of Evaluation:

- Surveys or questionnaires: Structured surveys with Likert scale or open-ended questions.
- Interviews or focus group discussions: In-depth conversations to gather qualitative feedback.
- Performance evaluations: Assessing mentees' progress based on predetermined criteria.
- Documentation analysis: Reviewing program reports, feedback forms, or reflective journals.
- Direct communication: Engaging in one-on-one conversations or meetings with stakeholders.

The procedure should ensure confidentiality and anonymity in the evaluation process to encourage honest and open feedback. Regular monitoring and follow-up should be conducted to track progress and address any areas for improvement identified

through the evaluation.

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

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

|                       |   |   |
|-----------------------|---|---|
| Employers             | <ul style="list-style-type: none"> <li>- Satisfaction with the mentees' performance and progress</li> <li>- Relevance of mentoring scheme in preparing mentees for the workplace</li> <li>- Benefits of mentoring in terms of professional skills and knowledge development</li> <li>- Effectiveness of mentees' integration into the organization</li> <li>- Impact of mentoring on employee retention and job satisfaction</li> </ul> | <ul style="list-style-type: none"> <li>- Employer feedback surveys or questionnaires</li> <li>- Performance evaluations of mentees in the workplace</li> <li>- Direct communication with employers for feedback</li> <li>- Analysis of mentees' job performance and career progression</li> </ul> |
| Administration of HEI | <ul style="list-style-type: none"> <li>- Effectiveness of the mentoring scheme in achieving desired outcomes</li> <li>- Overall satisfaction of stakeholders involved in the program</li> <li>- Alignment of the scheme with the institution's goals and objectives</li> <li>- Efficiency of program administration and coordination</li> <li>- Impact of mentoring on student retention and academic success</li> </ul>                | <ul style="list-style-type: none"> <li>- Feedback surveys from the administration and program coordinators</li> <li>- Meetings or discussions with key stakeholders</li> <li>- Analysis of program reports and data</li> <li>- Review of student academic records and retention rates</li> </ul>  |

#### Methods of Evaluation:

- Surveys or questionnaires: Structured surveys with Likert scale or open-ended questions.
- Interviews or focus group discussions: In-depth conversations to gather qualitative feedback.
- Performance evaluations: Assessing mentees' progress based on predetermined criteria.
- Documentation analysis: Reviewing program reports, feedback forms, or reflective journals.
- Direct communication: Engaging in one-on-one conversations or meetings

with stakeholders.

The procedure should ensure confidentiality and anonymity in the evaluation process to encourage honest and open feedback. Regular monitoring and follow-up should be conducted to track progress and address any areas for improvement identified through the evaluation. Both group and individual feedbacks of students are taken into consideration.

## 10. Forms of work.

1. Developing and implementing **social entrepreneurship** projects. They not only provide practical experience in business and project management, but also allow students-IDP to address social issues that they care about, potentially including issues related to displacement. This can contribute to the community, foster a sense of purpose and agency, and help mentees to build a positive identity as change-makers. Mentor provides guidance and support throughout the project.
2. **Community-oriented projects or youth engagement activities.** This can be an effective way for IDP students to build connections in their new communities, develop leadership and teamwork skills, and make a positive impact. These activities can also help to challenge negative stereotypes and foster mutual understanding between displaced students and local youth. Mentor involves mentees in current projects.
3. If qualified, mentors can provide **counseling** to help IDP students address issues related to their displacement, including job counseling, academic counseling, and advising in organizing every-day life. In case of psychological support, mentors can play a crucial role in referring mentees-IDP to professional counselors or other mental health resources.
4. **Workshops and training courses** on specific skills or knowledge areas that the mentee needs to develop.

## 11. Information support.

- 1) **IT-platform** with relevant functionality as indicated in the Annex A - "IT-Platform"

## 2) Database structure

### Table: Mentors

- |  |  |
|--|--|
| 1. First name, last name   | 8. Availability schedule (days of the week, hours)                         |
| 2. Gender  | 9. Mentorship start date   |
| 3. Date of birth   | 10. Mentorship end date (if applicable)                                    |
| 4. Contact information (email, phone number)                               | 11. Mentorship status (active, inactive, completed)                        |
| 5. Professional information (occupation, company/organization, department) | 12. Mentorship capacity (number of mentees they can mentor simultaneously) |
| 6. Areas of expertise/specialization                                       | 13. Notes/comments   |
| 7. Preferred forms of work   |  |

### Table: Tutors

- |  |   |
|--|---|
| 1. First name, last name   | 8. Preferred forms of work  |
| 2. Gender  | 9. Availability schedule (days of the week, hours)                      |
| 3. Date of birth   | 10. Tutorship start date  |
| 4. Contact information (email, phone number)   | 11. Tutorship end date (if applicable)                                  |
| 5. Educational information (department, academic group, major/field of study, academic year) | 12. Tutorship status (active, inactive, completed)                      |
| 6. Tutoring experience/experience with IDPs  | 13. Tutorship capacity (number of tutees they can tutor simultaneously) |
| 7. Suggested tutoring activities/fields of tutoring  | 14. Notes/comments  |

### Table: Mentees

- |  |   |
|--|---|
| 1. First name, last name   | 9. Mentor/tutor preferences (if applicable)                 |
| 2. Gender  | 10. Mentor/tutor assigned (if applicable)                   |
| 3. Date of birth   | 11. Mentoring/tutoring start date                           |
| 4. Contact information (email, phone)  | 12. Mentoring/tutoring end date (if applicable)             |
| 5. Educational information (department, academic group, major/field of study, academic year) | 13. Mentoring/tutoring status (active, inactive, completed) |
| 6. Specific needs or goals   | 14. Notes/comments  |
| 7. Preferred forms of work   |   |
| 8. Availability schedule (days of the week, hours)   |   |

### 3) Other external sources

*University websites and intranet* - for promoting the program and finding potential mentors and mentees

*Official social media channels* (Facebook, Twitter, LinkedIn, and Instagram) - to share updates, success stories, and mentorship/tutoring opportunities, as well as join relevant groups or forums related to education and mentoring.

*Physical posters at the campus or in the premises for IDPs* - to post announcements about the program and to connect with interested students and potential mentors/tutors.

*Alumni networks* - to find experienced professionals who still have a strong connection to the university.

*Local NGOs, community organizations and social services* - to find experienced professionals who work with IDP youth.

*Governmental and non-governmental social services for IDPs* - to find experienced professionals who work with IDPs and/or to share information about the program.

*Student clubs and organizations* - to disseminate information about the program.

*Guest speakers and workshops* - to generate interest and encourage participation in the program.

*Thematic conferences and events* - to network with potential mentors, mentees, tutors, and tutees who share an interest in the program/topic.

## 12. Resource provision.

The following conditions should be provided for the scheme participants within the mentoring programme for the IDP-students:

1. **Premises.** Rooms where meetings of mentors and mentees can be organized. The rooms should be safe, they should include tables and chairs, there should be enough light, computers, if necessary – projector.
2. **Software and equipment** - online rooms or platforms for the remote meetings, trainings and discussions, digital educational materials, courses, and resources relevant to the mentorship program, communication and collaboration tools that enable mentors and mentees to connect, interact, and share information. This includes email, instant messaging platforms, video conferencing software, and project management tools.
3. **Resources for community projects or social entrepreneurship initiatives** - may include, in particular, physical infrastructure (office space, community centers, workshops, or facilities for production, training, or events), computers, software, communication tools, and online platforms for project management, marketing, or data analysis, legal or regulatory support.
4. **Qualified personnel:**
  - *Tutoring Coordinator/Program Administrator:* is responsible for the overall management and administration of the tutoring 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 tutors and tutees within the program. They coordinate the collaboration between tutors and tutees, 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 tutor-tutee relationships and continuously enhancing the program's quality.
  - *Technical Expert:* The 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 tutors and tutees in utilizing technology effectively, enhancing the overall program experience.

- *Trainers/Facilitators*: 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 tutors and tutees to build successful tutoring relationships and achieve their goals.

### 13. Regulations.

Key components for the guidelines and standards for implementing the mentoring program within the university:

1. Objectives and scope of the mentoring program (as indicated in the Section METHODOLOGICAL BASE AND PREREQUISITES)
2. 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)
3. Mentor selection and qualifications (as indicated in the relevant Section of this document).
4. List of competencies that mentees should develop by the end of the mentoring program (as provided below).
5. Mentee enrollment and matching criteria (as indicated in the relevant Section of this document).
6. Mentoring process and activities (as indicated in the relevant Section of this document).
7. Evaluation and quality assurance (as indicated in the relevant Section of this document)
8. Confidentiality and ethics
9. Grievance and conflict resolution
10. Resource access guidelines

## List of competencies for mentees

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

### Knowledge:

- Different learning styles and strategies to understand how they learn best
- Job prospects, required skills, and potential career trajectories
- Industry trends, innovations, and emerging opportunities within their chosen field
- Awareness and understanding of cultural diversity, inclusivity, and cultural norms
- Effective communication, active listening, and relationship-building strategies
- Networking strategies, both online and offline
- Resources and opportunities for engagement
- Local community surrounding their university, including its history, culture, traditions, and key stakeholders
- Various coping strategies for managing psychological challenges, stress, and emotional well-being
- Problem-solving techniques and approaches

### Skills:

- Identifying their strengths and areas for improvement
- Using self-reflection techniques.
- Applying stress management techniques, resilience-building exercises, and strategies to maintain mental well-being
- Using effective communication, active listening, conflict resolution, and building positive relationships
- Engaging in community activities, volunteering, participating in initiatives, and collaborating with local organizations
- Regulating emotions effectively
- Applying problem-solving skills, including critical thinking, creativity, and the ability to generate and evaluate solutions to challenges
- Adapting to change and maintaining a positive outlook in the face of adversity

## Attitudes:

- Embracing a growth mindset, seeing challenges as opportunities for learning and growth
- Demonstrating resilience in the face of academic, career, social, and psychological challenges, showing determination and perseverance
- Having openness to new ideas, perspectives, and cultural differences, fostering an inclusive and diverse learning environment
- Showing self-motivation in taking ownership of their academic performance, setting goals, and taking proactive steps to achieve them
- Cultivating a sense of self-efficacy
- Displaying persistence and determination in pursuing their academic, career, or personal goals
- Making informed decisions about their life, considering various options, assessing risks and benefits, and taking responsibility for the choices they make.

## 14. Methodological support

Guideline for Mentoring and Tutoring for IDP-students includes Manual for Mentor/Tutor, Manual for Mentee, Guide for Program Administration and Annexes/

### **Structure of the Manual for Mentors/Tutors working with IDP-students**

*\*some chapters could be used for other open educational resources*

#### Introduction

- 1.1. Purpose of the manual
  - 1.2. Role and responsibilities of mentors
  - 1.3. Role and responsibilities of tutors
  - 1.4. Overview of mentoring and tutoring scheme for IDP-students
2. Understanding IDP-students and navigating challenges
    - 2.1. Definition and background of IDP-students
    - 2.2. Identifying challenges faced by IDP-students
    - 2.3. Problem-solving techniques and approaches
    - 2.4. Resilience building and overcoming setbacks
    - 2.5. Creating a safe and supportive environment

- 2.6. Addressing bias and stereotypes
3. Social entrepreneurship and community-oriented projects
  - 3.1. Introduction to social entrepreneurship
  - 3.2. Community-oriented projects and initiatives
  - 3.3. Engaging with local communities
  - 3.4. Identifying social issues and needs
  - 3.5. Developing and implementing community projects
4. Youth engagement activities
  - 4.1. Empowering youth through engagement
  - 4.2. Designing and facilitating youth programs
  - 4.3. Promoting active participation and leadership
5. Setting goals and action planning
  - 5.1. Setting SMART goals
  - 5.2. Collaborative goal-setting with mentees
  - 5.3. Developing action plans and tracking progress
6. Effective communication
  - 6.1. Verbal and non-verbal communication
  - 6.2. Active listening and asking powerful questions
  - 6.3. Providing constructive feedback
7. Providing guidance and support
  - 7.1. Sharing experiences and insights
  - 7.2. Offering career and academic advice
  - 7.3. Supporting personal and emotional well-being
8. Additional Materials
  - 8.1. Recommended readings, articles, and research on mentoring best practices.
  - 8.2. References to mentoring networks, conferences, and professional development opportunities.
  - 8.3. Templates, checklists, or forms to facilitate mentoring activities and record

### **Structure of the Manual for Mentee/Tutee (IDP-students)**

*\*some chapters could be used for other open educational resources*

1. Introduction
  - 1.1. Purpose of the manual
  - 1.2. Role and responsibilities of mentees/tutees
  - 1.3. Overview of mentoring and tutoring program for IDP-students
2. Understanding the mentoring and tutoring relationship
  - 2.1. Definition and benefits of mentoring and tutoring
  - 2.2. Roles and expectations of mentees/tutees
  - 2.3. Building a positive mentee-mentor/ tutor-tutee relationship
  - 2.4. Communication skills, active listening and seeking feedback
3. Setting personal and academic goals
  - 3.1. Importance of goal-setting
  - 3.2. Identifying personal and academic goals
  - 3.3. Creating SMART goals and action plans
4. Self-reflection and personal development
  - 4.1. Assessing strengths and areas for improvement
  - 4.2. Developing a growth mindset
  - 4.3. Enhancing self-awareness and self-confidence
5. Academic Success Strategies
  - 5.1. Time management and organization skills
  - 5.2. Study techniques and exam preparation
  - 5.3. Utilizing resources and support services
6. Navigating challenges and problem-solving
  - 6.1. Identifying and overcoming obstacles
  - 6.2. Problem-solving techniques and approaches
  - 6.3. Building resilience and coping skills
  - 6.4. Engaging with the university and local community
7. Social entrepreneurship and community-oriented projects
  - 7.1. Introduction to social entrepreneurship
  - 7.2. Identifying social issues and needs
  - 7.3. Implementing community-oriented projects and initiatives
8. Youth participation and engagement
  - 8.1. Importance of youth engagement
  - 8.2. Getting involved in community activities
  - 8.3. Developing leadership and teamwork skills

9. Resources and referrals
  - 9.1. University support services and resources
  - 9.2. External support organizations and programs
  - 9.3. Referral process for additional assistance

## **Structure of the Program Administration Guide**

1. Mentor and mentee / tutor and tutee matching process
  - 1.1. Considerations for successful mentor-mentee/tutor-tutee matches in the mentoring and tutoring program for IDP-students
  - 1.2. Identifying complementary skill sets in the mentoring and tutoring program for IDP-students
2. Program logistics and support for the mentoring and tutoring program for IDP-students
  - 2.1. Coordinating program activities within the mentoring and tutoring program for IDP-students
  - 2.2. Providing resources and support for mentors and mentees/tutors and tutee
  - 2.3. Mentor/tutor recruitment and training
  - 2.4. Mentee/tutee enrollment and orientation:
3. Monitoring and evaluation of the mentoring and tutoring program
  - 3.1. Evaluation criteria and indicators for mentoring and tutoring program for IDP-students
  - 3.2. Feedback mechanisms and continuous improvement strategies
4. Annexes
  - 4.1. Agreement with a mentor
  - 4.2. Agreement with a tutor
  - 4.3. Agreement with a mentee
  - 4.4. 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). It 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 impact of traumatic events and prolonged periods of stress can be manifested in various ways, such as anxiety, depression, PTSD, and difficulties adjusting to their new circumstances.

IDP-students often face significant losses: they may have been separated from loved



PROMOTING PROFESSIONAL EDUCATION  
AND STUDENTS ENGAGEMENT  
THROUGH COMPREHENSIVE MENTORING  
AND TUTORING SYSTEM AT HEIS



Co-funded by  
the European Union

ones, uprooted from their homes, and faced disruptions to their education and career plans. In many cases someone from their surrounding died because of events that caused displacement.

Adapting to a new environment creates another challenge for IDP-students. They may find themselves in a state of shock, grappling with marginalization, isolation, sometimes - discrimination, and difficulties forming connections and support networks within their new community. Besides, IDP-students may also worry about their academic progress, career prospects, and future opportunities. Accessing education, obtaining recognized qualifications, and finding employment in their chosen field can pose significant challenges.

Psychological support of IDP-students may include trauma-informed counseling, emotional support, empathetic listening, education about trauma, stress management, cultural adaptation, and resilience-building, as well as training in stress management, emotional regulation, problem-solving, and effective communication, which equips them with the skills needed to navigate challenges, build resilience, and establish healthy relationships.

Peer support groups may offer valuable connections and a sense of belonging for IDP-students. By facilitating opportunities for them to connect with peers who share similar experiences, universities may foster a supportive community where mutual support, shared coping strategies, and insights can be exchanged.

In some cases ensuring access to qualified mental health professionals is essential for IDP-students. While higher education institutions may not provide therapy directly, they can offer initial support through a first-aid response and referral system, connecting students with professional psychotherapists or mental health providers when necessary to address their specific needs.

Consultations for mentors working with IDP-students should be directed to strengthening mentors' psychological stability, preparing them to effectively support their mentees, and ensuring a positive mentoring experience. These consultations encompass a range of areas, including: psychological well-being, psycho-emotional relief, recognizing signs of distress, trauma-informed approaches to work, implementing strategies that promote healing and resilience, stress-managements etc.

Periodic monitoring of psycho-emotional state can be carried out as needed as an integral element of a mentoring program for IDP-students.



PROMOTING PROFESSIONAL EDUCATION  
AND STUDENTS ENGAGEMENT  
THROUGH COMPREHENSIVE MENTORING  
AND TUTORING SYSTEM AT HEIS



**Co-funded by  
the European Union**

## 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.