



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



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MENTORING/TUTORING SCHEME (METHODOLOGY AND COMPONENTS)

INTERNATIONALIZATION MENTORING AND TUTORING FOR OUTGOING STUDENTS

METHODOLOGICAL BASE AND PREREQUISITES

1. Initial conditions.

Modernization and internationalization of higher education, commercialization of education and research, and inclusion of the university in the international educational space are key components of the capacity building of HEIs. Among the various aspects of the internationalization of higher education, the involvement of students and academic staff in international exchange programmes/mobility programmes, international educational and innovative projects, integration in the international educational space are important.

Relevance of the scheme: Internationalization mentoring and tutoring for outgoing students focuses on equipping students with the essential skills, cultural awareness, and global perspectives needed to thrive in an increasingly international academic and professional landscape. By providing tailored support and guidance to students preparing for international experiences, this scheme ensures they are well-prepared to engage with diverse cultures, enhance their academic experiences abroad, and contribute to their personal and professional growth on a global scale.

Target audience: university students who are preparing for or considering international academic experiences such as studying abroad, participating in exchange programs, conducting research in foreign countries, or pursuing internships and work opportunities abroad. These students may come from various academic disciplines and backgrounds but share a common interest in international experiences.

Needs and requests can encompass preparation for international experiences,



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academic guidance, cultural awareness, safety and well-being concerns, financial planning, career development, peer support, cultural integration, mental health and wellness and strategies for academic success abroad.

Challenges and concerns include inability to gather information about relevant programs, lack of skills in preparing applications, language barriers, unfamiliarity with academic systems and grading practices, visa and immigration issues, communication challenges, and managing academic progress.

Socio-economic challenges: financial constraints, limited access to resources for international experiences, disparities in educational opportunities, and concerns related to funding and affordability of studying abroad.

Psychological aspects may include feelings of loneliness or social isolation, mental health issues, stress, anxiety, and depression while abroad.

Cultural norms and stereotypes, e.g cross-cultural misunderstandings or biases may influence experience abroad.

Aspirations, goals, prospects: broadening horizons, gaining a global perspective on academic and professional opportunities, building a strong network of international connections.

Risks and fears: concerns about encountering unfamiliar and potentially challenging cultural situations, language barriers, academic difficulties, financial constraints, homesickness, safety and security issues in a foreign environment, and the fear of feeling disconnected from their home country and support system.

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

As a result of the application of the mentoring/tutoring scheme, the mentee/tutee will emerge as a globally aware and empowered individual, equipped with the knowledge and skills to navigate international higher education, participate in exchange programs, and confidently pursue opportunities in global mobility, project work, and grant applications. They will realize themselves as professionals and individuals ready to embrace the international dimension of their academic and personal career.



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3. **The ambition of mentoring/tutoring.**

The ambition of the mentoring and tutoring scheme is to inspire and enable students to actively participate in exchange programs, engage in international projects, and create pathways for pursuing higher education opportunities in prestigious institutions across the world.

4. **Values.**

- Self-confidence
- Competence and professionalism
- Interest in and respect for the culture of different countries;
- Global citizenship
- Empowerment through education
- Respect to diversity
- Cross-cultural understanding
- Academic excellence
- Desire for continuous development

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

The aim of the internationalization mentoring and tutoring for outgoing students is to empower students for active international engagement, fostering competencies and qualities that enable them to excel in a globalized world.

The ultimate result is a cohort of globally minded, culturally aware, and academically proficient students who confidently engage in international exchange, research, and educational initiatives, contributing to a more interconnected and diverse global community.

6. **Methods:**

6.1. **Engagement of mentors/tutors.**



A mentor is an employee of the university Strategic Development and International Relations Service, Scientific Research Service, Students' Career Development Service or an academic person, teacher, doctoral student, or master with the relevant practical experience in international projects;

A tutor is a student with experience in participation in international projects, exchange programmes, who is communicative and has the motivation to provide individual consultations to other students.

Involvement of mentors and tutors will primarily occur through university units and external partners, including NGOs and consulting companies. Selection criteria will prioritize voluntary participation, motivation to guide students, relevant competencies, and alignment with student needs, enhancing the internationalization experience.

6.2. Selection of mentee/tutee. Who is a mentee \tutee. Principles and approaches of their involvement (suggested maximum volume – 100 words).

A mentee/tutee is a beneficiary student of a potential exchange programme, an international project.

Approaches to the selection of mentees/tutees:

- at the request of the student who expresses a desire participate in the international study program or project;
- at the request of the teacher/supervisor who recommends the student to participate in the international mobility or research project (including talented students and students engaged in scientific activities).

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



6.3. Mentor-mentee, tutor-tutee interactions.

Matching criteria:

- Similar academic disciplines or fields of study;
- Similar career aspirations or professional interests;
- Availability and commitment to meet regularly;
- Relevance of mentor's/tutor's expertise to the students' internationalization goals (grant applications, study abroad programs, youth exchange etc).

The main forms of interaction are the following:

- Mentors will lead training courses, both face-to-face and online (the programme offers students both formats, so that students have freedom of choice). Accordingly, mentor and mentee communication will take place in the format of seminars, group work; they will have to work on individual and group projects;
- Tutor and tutee meetings will be held individually, online or in the university space, the tutor and tutee relationship will have the form of coaching, individual case discussions, and personal support.

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

The mentoring and tutoring scheme will include group meetings, seminars, individual meetings, both online and face-to-face, according to the student's preferences. Mentors will organize presentations and various events with the target groups with the purpose to get them familiarized with the topic. Social activities will be planned and meetings will be organized periodically; students' involvement in international and foreign language academic and research events will be encouraged.

MODEL OF THE MENTORING \ TUTORING SCHEME

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

Algorithm for selecting mentors:

1. Identification of the pool of potential mentors:



- Identification of mentors from the university Strategic Development and International Relations Service, whose task is to ensure the internationalization of the university, promote the integration of students and academic staff into the international educational space, support the university's full participation in the Bologna process and take care of gaining international recognition.
 - Identification of of mentors from the Scientific Research Service, whose task is to familiarize the university staff with the specifics of the work of state and international scientific funds and competitive conditions, as well as to conduct consultations and trainings in project management issues;
 - Identification of mentors from the Students' Career Development Service, whose task is to support students in the implementation of university activities, to prepare and facilitate the implementation of various social projects, to exchange information to promote student employment, to cooperate with state, non-governmental or international organizations on labor market and employment issues;
2. Inviting potential mentors to create their profiles at the IT-platform, highlighting their qualifications, experiences, and if relevant, project proposal.
3. Screening & interview:
- Review profiles based on the defined selection criteria
 - Assessing the mentors' availability and commitment to the program during interview

Mentor qualifications and requirements:

- Substantial experience in international experiences, such as studying, working, or conducting research abroad.
- A high level of cultural competency, including an understanding of cross-cultural communication and sensitivity to diverse backgrounds.
- The ability to empathize with outgoing students, understanding their challenges and concerns related to internationalization.
- A broad network of connections in the academic or professional field to provide opportunities and resources for outgoing students.



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- Strong communication and interpersonal skills, ability to establish rapport with mentees, actively listen, provide constructive feedback, and foster a supportive learning environment.
- Availability to provide guidance and support to mentees, dedicating time for regular interactions.
- 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 tutors:

1. Identification of tutors from the faculties of the university where he/she is a student and has experience in participation in international projects and exchange programmes.
2. Inviting interested individuals to create tier profiles at the IT-platform, highlighting their qualifications, experiences, and if relevant, project proposal.
3. Review profiles based on the defined selection criteria and assessing the tutor's availability and commitment to the program during interview

Tutor qualifications and requirements:

- Student status
- Experience in internationalization (studying or working abroad, participating in exchange programs, or engaging in international projects)
- Strong communication skills, including the ability to explain complex concepts
- Strong motivation to support fellow students in their internationalization efforts
- Commitment to being available for tutoring sessions and to allocate time for assisting peers with their internationalization goals.

All potential tutors should participate in mandatory training.

Algorithm for selecting mentees/tutees:



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

9. Procedures.

Organization of mentor-mentee, tutor-tutee interaction:

1. Sharing information about the T&M Program among the target groups.
2. Invitation of potential mentors, tutors, mentees and tutees to register at the IT-Platform (T&M Platform) and profile creation, providing essential information.
3. Distribution of tutors, mentees and tutees registers among academic advisors,



dean's offices, and relevant university units to promote tutors' availability as well as mentees' and tutees' desires in the field of internalization.

4. Request review and matching either based on the T&M Platform algorithms, or by the designated responsible person within the Tutoring and Mentoring Center (T&M Center)
5. Preparatory training for mentors and tutors
6. Introductory meetings between mentors, mentees, tutors and tutees
7. Group meetings and individual sessions (based on mutually agreed-upon schedules, accommodating all parties' preferences and convenience; online and offline interaction, including those via T&M Platform for online interactions, discussions, and resource sharing)
8. Progress monitoring of mentor-mentee and tutor-tutee relationships, including feedback mechanisms
9. Submitting periodic reports or evaluations of mentor-mentee and tutor-tutee interactions and achievements. Data collected is used to assess the program's impact, make improvements, and recognize outstanding contributions.

Quality monitoring

The objective of this quality monitoring is to assess the effectiveness of the scheme on mentoring and tutoring for outgoing students by measuring specific outcomes, evaluating criteria, and employing relevant indicators and measurement methods.

Desired Outcomes	Evaluation Criteria and Indicators	Collecting information tools
Enhanced diversity of student life	<ul style="list-style-type: none"> ● Raising awareness of international programmes; ● Raising awareness among students about non-formal education; ● Implementation of various international projects; ● Increased number of student international conferences and 	Self-report surveys or interviews, observation, mentor/tutor reports, data records on international projects and conferences

	forums	
Enhanced students' internationalization experience	<ul style="list-style-type: none"> ● Increased students' ability to adapt and interact effectively in diverse cultural settings; ● Improvements in language skills relevant to internationalization ● Increased frequency and quality of applications for international mobilities or projects ● Increasing the involvement of students in international educational projects 	Observation, self-report, interview; Language proficiency tests; Applications records, feedback records; Statistics
Increased effectiveness of dissemination of information about international opportunities	<ul style="list-style-type: none"> ● Increased awareness among students about available exchange programs ● Increased application rate for the exchange programs ● Increased diversity of applicants in terms of academic fields, backgrounds 	Records/statistics on usage of resources shared by mentors and tutors with mentees and tutees; number and context of inquiries and requests for clarification regarding the international opportunities
Improved academic, intercultural, and personal skills necessary for success abroad	Improvements in academic achievement, cultural adaptation and intercultural competence.	Academic records, observation, self-report, feedback from academic staff

Performance control



The objective of this performance control is to ensure effective monitoring and evaluation of the mentoring and tutoring scheme for outgoing students. 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">1. Percentage of mentees/tutees who accomplish their predefined goals within the agreed timeframe;2. Percentage of goals set by mentees/tutees that have been successfully or partially achieved
Action plan implementation	Assess the extent to which mentees/tutees 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/tutees' networks and connections at the university and internationally	Number of new at the university and international connections or opportunities gained by mentees through the mentoring and tutoring program



Mentee/tutee engagement	Measure the level of mentees/tutees engagement and active participation in the mentoring relationship	Frequency of mentee/tutee-initiated interactions or engagements with their mentors/tutors
Mentor/tutor engagement	Assess mentors'/tutor's level of participation, commitment, and effectiveness in supporting mentees' growth	Average mentor/tutor engagement score based on feedback from mentees
Knowledge transfer	Measure the extent to which mentees/tutees apply the knowledge, insights, and skills gained from the mentoring and tutoring program to their international contexts.	A set of new skills and knowledge discussed with their mentors/tutors and their application in relevant contexts
Program retention	Measure the retention rate of mentees/tutees throughout the duration of the mentoring and tutoring program.	Percentage of mentees/tutees who complete the full mentoring/tutoring program as planned

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

Involvement in the process of internationalization ensures the development of different types of skills, competences, knowledge and values in students to be able to observe themselves in the international society and make a public contribution not only at the local but also at the global level.

Subject	Focus of Evaluation	Possible Methods of Evaluation
Mentors/ Tutors	<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/tutees ● Opportunities for professional growth and development ● Satisfaction with mentor/tutor training and resources 	<ul style="list-style-type: none"> ● Mentor/tutor satisfaction surveys ● Individual interviews or focus group discussions ● Mentor/tutor feedback forms or questionnaires ● Analysis of mentor/tutor engagement and retention rates
Mentees/ Tutees	<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/tutoring experience to future career 	<ul style="list-style-type: none"> ● Mentee/tutee satisfaction surveys ● Individual interviews or focus group discussions ● Reflective journals or self-assessment forms ● Analysis of mentee feedback and program completion rates



Administration of HEI	<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
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10. Forms of work.

Training courses. This form of work brings together students with similar academic goals and internationalization interests. Within the framework of the scheme, practical training courses will be developed, which will be led by mentors. Possible topics include:

- Academic English language (within the course, students will learn the norms of business correspondence, will be able to write a motivation letter, an eye-catching resume (CV);
- Project management and fundraising;
- My first scientific paper;
- International scientific databases and their application;
- effective communication (interview).

Training sessions may take place in person or virtually, providing flexibility for students with diverse schedules.



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Group work. Dedicated to initiating and developing international youth projects. This form of work allows students to engage in collective discussions, problem-solving, and drafting the projects under the guidance of a mentor or tutor. In group work sessions, students collaborate on various tasks and projects related to internationalization. These tasks may include research projects, group presentations, case studies, etc.

Individual consultations - personalized, one-on-one sessions between a student (mentee/tutee) and a mentor or tutor to provide tailored guidance, support, and mentorship to students seeking individualized assistance with their internationalization goals.

During individual consultations, students have the opportunity to discuss their specific needs, concerns, and aspirations related to international experiences. Mentors or tutors, who are experienced in internationalization and have relevant expertise, offer advice, share insights, and address any challenges or questions raised by the student.

These consultations cover a wide range of topics, including academic planning, study abroad program selection, immigration procedures, cross-cultural adaptation, housing etc.

Individual consultations can occur in person, over the phone, via video conferencing, or through email correspondence, depending on the preferences and availability of both the student and the mentor/tutor. This flexible approach allows students to access guidance when it is most convenient for them.

Coaching as a form of support, offering students tailored guidance to optimize their internationalization experiences. Within the coaching sessions, mentors assist students in identifying their unique goals, strengths, and areas for development within their international experience, as well as equip students with essential life skills, including effective communication, problem-solving, and adaptability, to excel in diverse international environments.



**Possible Key expertise fields: study abroad programs, visa and immigration processes, academic advising, research opportunities, internships, funding options, personal development, practical living skills, networking, language learning, exchange programs, projects, international scholarships.*

Table: **Tutee/Mentee**

Nr	First name	Last name	Gender	Year of study	Nr of academic group and major (specialty)	Needs and expectations	Desired mentoring/tutoring period	Mentor /tutor preferences	Mentor /tutor assigned

3) Other sources

In order to systematically inform students, information about exchange programmes, seminars and other activities will be disseminated using the following mechanisms:

- the official website of the university;
- the official Facebook page of the university;
- Student Facebook page;
- Facebook page of the Student's Career Development Service;
- Student portal;
- messengers (WhatsApp, Telegram etc.).

12. Resource provision.

- 1) **Space for meetings.** For the implementation of the mentoring and tutoring programmes for the internalization of outgoing students, the university will use university hall, university conference hall, auditoriums of faculties, library space.



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Besides, dedicated educational classrooms are essential for conducting in-person sessions, and trainings. These classrooms should be equipped with modern facilities such as projectors, interactive whiteboards, audio systems, and comfortable seating arrangements. Specialized classrooms provide a conducive environment for interactive discussions, presentations, and collaborative activities.

- 1) **Specialized software and digital tools** tailored to the needs of outgoing students - academic planning software, language learning platforms, research databases, project management tools, and career development resources. 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.
- 2) **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.
- 3) **Qualified Personnel:**

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.

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 (as indicated below).
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

Additionally, these regulations may include:

- Encouraging and facilitating students' learning of a foreign language and/or



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- raising their qualifications in a foreign language;
- Using the best experience of partner universities;
- Promoting the growth of student mobility;
- Systematic sharing of information;
- Promoting student participation in international conferences, internships, seminars;
- Taking care of finding partners for implementation of joint projects.

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

Knowledge:

- Understanding the fundamental concepts and importance of internationalization in higher education.
- Knowledge of various exchange programs, eligibility criteria, and application processes.
- Understanding and appreciating diverse cultures and norms.
- Academic and business English or other relevant languages.
- Structure and demands to international projects and scientific research.

Skills:

- Ability to plan and choose courses that align with academic goals
- Ability to communicate effectively across cultures and languages.
- Ability to adapt to new environments and educational systems.
- Time management and balancing academic, personal, and professional commitments.
- Conducting effective research and utilizing international academic resources.



Attitudes:

- Open-mindedness towards new experiences and cultures.
- Respect for diversity.
- A proactive approach to continuous learning and personal growth.
- Self-confidence to navigate international experiences and challenges.
- Cultural sensitivity and respect for diversity.

14. Methodological support.

Guideline on Mentoring and Tutoring for Outgoing Students.

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

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- 7.1. Agreement with a mentor
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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 Department of International Relations, Students' Career Development 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



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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.

Tutors might be selected based on the interview, conducted together with the representative of the Department of Psychological Sciences.

Some of the tutors might be selected from psychology educational programmes to provide coaching support to students who have some stress when participating in competitions, or traveling to a foreign country, or who are not yet confident enough.

Psychological support should consider significant emotional aspects associated with studying or living abroad. Being abroad for a long time, young people often find themselves in unfamiliar environments, potentially leading to feelings of loneliness or social isolation. These emotions can stem from cultural differences, language barriers, and the physical separation from friends and family. The scheme acknowledges these challenges and strives to create a nurturing community that helps students overcome these feelings by connecting them with mentors, tutors, and peers who understand their experiences and can offer guidance and companionship.



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.