



MENTORING/TUTORING SCHEME (METHODOLOGY AND COMPONENTS)

LOCAL GOVERNMENT – LED MENTORING

METHODOLOGICAL BASE AND PREREQUISITES

1. Initial conditions.

Despite the enormous competition and complexity, the legal profession in public authorities is one of the most popular and relevant in our country. Every year, thousands of students graduate from higher education institutions that train specialists in law and public administration. However, after exhausting years of study, only a few manage to find their place in this field. This is because the graduate's expectations did not match the reality, or he or she was unable to integrate into a stable work team, or could not cope with the workload.

The relevance of the scheme is driven by the strong demand from employers - public authorities (local state authorities and local self-government bodies) for qualified employees with creative thinking, innovative vision and responsible attitude to professional duties, as well as the desire of graduates to find employment in line with their abilities and needs.

Target audience:

Students of higher education institutions majoring in law, public administration and management who have ambitions and aspirations to work in public administration - local (regional) state authorities and local self-government, in particular in the following: local councils, state administrations, departments of executive authorities, as well as police, prosecution, courts, justice authorities, free legal aid centers, legal departments of these bodies.

Needs and requests:

- 1) Target orientation to the future profession;
- 2) development of the necessary professional competences and qualities;
- 3) adaptation to the conditions of the future workplace;
- 4) education in the spirit of respect for the law and rejection of corruption;
- 5) psychological support;
- 6) services (assistance) in career guidance, employment, internships, and preparation for professional tests.

Challenges and concerns:

Disappointment in choosing a future profession, loss of the sense of "romance" of the profession, fears of incompatibility with the position held, stress and tension related to the specifics of the job.

Socio-economic challenges:

Law graduates can face a highly competitive labor market. The possibility of employment depends on the level of education, experience, knowledge and skills, so

they need to demonstrate advantages over other candidates. At the same time, positions in government agencies offer low salaries, especially at the initial stage of work, which does not meet the expectations of graduates and reduces their motivation to find employment. Graduates may also face challenges in balancing work and personal life, as well as solving financial issues.

Psychological aspects:

Working in the legal sphere of public authorities is often accompanied by stress associated with handling complex litigation, resolving conflict situations, or managing large projects, finding compromises for a successful resolution of a case. In addition, the legal system is constantly evolving and changing, and law graduates must be prepared to continuously learn and update their knowledge to meet the needs of the modern labor market.

Cultural norms and stereotypes: may influence their career choices and priorities: Stereotypes about women can lead to their removal from leadership positions and hinder their career growth. The "success and prestige" of the profession means high salaries, while work in public institutions is less well paid.

Aspirations, goals, prospects: Striving for justice and protection of human rights, development of professional skills through participation in training programs; career ambitions - holding a highly paid or managerial position, expanding one's horizons through international activities and participation in international projects; prospects for setting up one's own law firm and developing one's own business.

Risks and fears: Loss of time and resources, discrimination based on status (rankism), failure to pass qualification exams, failure to pass a competition for a position, inability to establish communication with colleagues, citizens and management.

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

As a result of the application of the mentoring scheme, the mentees will have the opportunity to develop lawmaking, law enforcement, management, and communication skills in the practical field of public administration (state and local government), as well as participation in important social projects. They will also develop the ability to solve complex tasks and problems in the field of governance and law enforcement, including those related to national security.

As a result of the mentoring scheme, the mentees - active students who want to engage in legal, political and public activities - will have the opportunity to learn how to set clear career goals, realize their personal and professional potential, develop skills in law enforcement, lawmaking, management and communication in the practical field of public authorities and local self-government. They will also develop the ability to innovatively solve complex tasks and problems in the field of governance and law enforcement, including those related to national security.

To encourage mentees to broaden their understanding of management by

studying global perspectives, online events, webinars, and workshops on integrity, ethics, management, personal branding, soft skills, etc. will be held in cooperation with representatives of various fields. In addition, future lawyers will need to implement the principles of honesty and transparency in decision-making processes when passing the general ethical requirements of the legal profession section of the Unified State Qualification Exam.

3. The ambitions of mentoring/tutoring.

The ambition of the mentoring program is to motivate students to acquire the necessary knowledge and skills for their future positions, to provide comprehensive support in professional practical training in conditions that are as close to real-life as possible, as well as the development of training materials and tools for mentoring/tutoring support. This scheme allows the mentor and mentee to establish mutually beneficial cooperation, to improve professional and civic qualifications in mentoring/tutoring for business and academic staff, as well as students, maximize the potential of the mentee, and adapt the graduate to real working conditions.

The ambition of the mentoring program is to provide students with comprehensive support (theoretical, practical, psychological) aimed at their professional and personal growth, successful integration into relevant fields of activity, establishing professional contacts and establishing efficient and mutually beneficial communication and cooperation with progressive lawyers, managers, and politicians. Such a scheme allows us to create a high-quality environment where each student can form their own clear vision of professional goals and ways to achieve them; motivate students to deepen the necessary knowledge and develop skills for their future positions, and adapt them to real working conditions.

Values..

1. Stability.
2. Mutual understanding.
3. Dedication.
4. Mutual respect.
5. Communicative skills.
6. Mutual responsibility.
7. Integrity.
8. Professional ethics.
9. Efficiency.
10. Cooperation.

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

The aim of applying the scheme is to form a legal professional of a new generation, harmoniously developed, who is capable of innovative solutions to professional problems, with high legal awareness and conviction in the rule of law



and the priority of human rights, able to work in an international context, and aimed at career growth in public authorities.

The result:

a highly qualified legal professional, competitive in the labor market, able to quickly adapt to the realities of work in government agencies, introduce innovative tools and generate new ideas in the field of law enforcement, preparation of legal documents, lawsuits and cases, and research in the field of law.

1. Methods:

1.1. **Engagement of mentors/tutors.** A **mentor** is a person-employee of state authorities or local self-government bodies who has authority among the academic staff of an educational institution, has knowledge and skills of teaching and is ready to invest his or her time and energy, share his or her knowledge and secrets of the profession. These are people who invest their experience in the development of young professionals on the basis of mutual assistance and a desire to develop a professional labor market that meets the real needs of society. A candidate for the role of a mentor should have excellent communication skills, the ability to formulate tasks, monitor their implementation and analyze the results.

Mentors will be engaged under this scheme through cooperation with industry partners - state and local authorities, including Mykolaiv City Council, Mykolaiv Regional Military Administration, Southern Interregional Department of the Ministry of Justice, Territorial Department of the State Judicial Administration, Mykolaiv District Administrative Court, Mykolaiv Regional Court of Appeal, Central and Zhovtnevyi District Courts of Mykolaiv, Main Department of the National Police in Mykolaiv Region, Judicial Protection Service in Mykolaiv Region, Mykolaiv Local Center for Secondary Legal Aid.

The heads of these government agencies and their departments are directly interested in hiring the best law graduates. Cooperation with representatives of these authorities has been established through various forms of interaction: professional development at the university, internships for university staff and internships for students at these authorities, stakeholder meetings to discuss educational programs, and participation in joint educational and social events.

The involvement of mentors is based on the principles of voluntariness, mutual respect and commitment to the development of the mentee. Approaches to recruitment include targeted recruitment, comprehensive training and ongoing support to ensure that they are ready to provide effective mentoring.

1.2. **Selection of mentee/tutee.** A **mentee** is a student of the University majoring in Law who seeks to deepen and develop practical legal skills (e.g., analyzing and applying legislation, writing legal documents, conducting research in the field, preparing legal claims), discover their own strengths, support self-confidence as future lawyers, as well as unlock inner potential and improve academic achievements.

Approaches to the selection of mentees:

- on the initiative of a student who has expressed a desire to deepen their professional skills beyond the scope of the educational program at the University;
- on the initiative of a lecturer/supervisor who recommends a student to improve their practical skills (including talented students and students engaged in research activities).

Principles of engaging mentees: The engagement of mentees is voluntary with the understanding that they are interested in their own development and leadership. Approaches to engaging them include an open application process, cover letter, clear communication of program goals and expectations, and ongoing support to ensure they can get the full benefit of the mentoring relationship.

1.3. **Mentor-mentee, tutor-tutee interactions.**

Matching criteria: shared system of leadership and management values, leadership philosophy, desire to learn and develop, career aspirations, ambitions and compatibility with the mentors' experience and the field of activity, desire to make a career in a specific area of law of a particular government agency.

Once a mentor is selected, mentees are actively involved in the mentoring relationship, regularly reporting on their progress, seeking advice and taking into account mentor's feedback in the implementation of their project.

Mentors need to be empathetic, creative and honest, because a mentee needs someone who cares about them and invests their time and expertise in their professional growth, but also tells the truth. Sometimes you need constructive criticism and a return from dreams to reality, and sometimes you need simple encouragement or praise. A good mentor can do both.

The main forms of interaction are systematic meetings and online communication. Meetings can be scheduled in person (offline) or virtually (online) and provide a structured space for discussions, goal setting and progress tracking. In addition to scheduled meetings, additional support can be provided

by maintaining open lines of communication via Telegram, Viber, Wat's-up, and E-mail. Training, coaching during project implementation, personal support and counseling are the main methods that should be used. In addition, it is planned to conduct a survey of mentees about their expectations of the program and their mentors, as well as interim surveys about the compliance of the program and mentors with their expectations.

2. **Mentor-mentee, tutor-tutee interaction approaches.**

The principle of work of this scheme is to have a pool of mentors - a group of mentees. The choice of a particular approach to mentors-mentees interaction should depend on the needs, goals and constraints of the program, and support the needs and requirements of both parties.

During the presentation of the project, a short simulation of the workflow will be demonstrated (with the help of visual materials) so that both parties can prepare for the program and know what to expect. In addition, it is planned to conduct a survey of mentees about their expectations of the program and their mentors, as well as

interim surveys about the compliance of the program and mentors with their expectations.

Approaches to mentor-mentee interaction can vary depending on the specific context and the program. Here are some approaches that can be used:

- Individual work. This approach provides face-to-face interaction between mentor and mentee. They meet for personal consultations and to discuss issues related to academic or professional goals. Individual meetings allow the mentor to pay attention to the mentee's personal needs and goals.

- Group work. This approach takes place in the organization of group sessions where the mentor works with a common group of mentees. Group concepts may include discussions, mutual support and sharing of experiences between mentor and mentees. An approach to facilitating collective learning and developing the communication skills of groups of participants.

- Class work. If possible, the mentor may hold meetings and training sessions in a classroom setting, which allows for more interactive communication and sharing of knowledge and experience. This also allows the mentor to demonstrate practical examples and conduct exercises and simulations.

- Remote work. In case a face-to-face meeting is not possible or not safe, remote communication tools such as video conferencing, email, chat or shared online platforms can be used. This approach allows the mentor and mentee to interact from any place and at any time convenient for them.

- Regular schedule. Establishing regular meetings with a pre-determined schedule can help ensure ongoing interaction and learning. This allows the mentor and mentee to plan their time and resources to work effectively.

- Flexible schedule based on desires and needs. Some mentors and mentees may require a less formal approach, where meetings and communication occur on an as-needed or free-flowing basis. This approach can be useful to encourage anticipatory questions, respond to immediate needs, or simply accommodate the mentor's and mentee's schedules.

MODEL OF THE MENTORING \ TUTORING SCHEME

Algorithms for selecting mentors/tutors and mentees/tutees.

Algorithm for Selecting Mentors:

Step 1. Determine the criteria for selecting mentors. Develop a list of criteria that your mentors from the public authorities should meet. For example:

- Has a law degree and experience in the field of law.
- Has practical experience in government or similar institutions.
- Has good communication and mentoring skills.
- Good knowledge of current trends and innovations in the field of law.
- Has a desire to be a role model for young colleagues.
- Willingness to defend the interests of colleagues.
- Willingness to share information and ideas with colleagues.

- Cheerfulness, flexibility, perseverance.
- Able to find time for meetings and consultations with students.

Step 2. Contacting public authorities.

- Contact alumni networks, professional networks, relevant public authorities, ministry departments, local councils, state administrations to express interest in mentoring and offer cooperation.
- Explain the purpose of the mentoring programme and the benefits of being a mentor.
- Ask the authorities to provide lists of available candidates or recommend them to interested parties.

Step 3. Announcement and selection of candidates.

- Create an announcement that outlines the criteria for selecting mentors and the benefits of participation.
- Distribute the announcement to law students and relevant government agencies.
- Invite interested persons to submit their CVs or applications on the university's website.
- Evaluate the CVs and applications received against the criteria.

Step 4. Interview candidates.

- Conduct interviews with the candidates to ask questions about their skills, experience and mentoring approach.
- Evaluate the candidates based on the results of the interviews and their ability to meet the needs of the students of the Law Department and the Public Administration Department.

Step 5. Selecting mentors.

- After the interviews, compare the results and select a few of the best candidates for the role of mentors.
- Contact the selected candidates and inform them of your intentions to cooperate.
- Draw up a cooperation agreement between the mentors and the university (Law Department, Public Administration Department), which stipulates mutual rights, obligations, and terms of cooperation.

Step 6. Organize the training process.

- Host a mentor orientation session where you can share expectations of the mentor role and provide resources.
- Ensure communication between mentors and students to organize meetings, consultations and discussions on learning issues.
- Establish evaluation and feedback mechanisms to assess the effectiveness of the mentoring programme.

Mentor qualifications and requirements:

- At least 5 years of practical legal experience in public authorities and local self-government, successful career development or senior positions.
- Expertise and specialized knowledge in the legal field of public authorities.
- Academic degrees, certificates or professional qualifications in the field.

- Pedagogical, communicative and interpersonal skills, ability to communicate, establish interaction with students, present complex legal issues clearly and effectively.
- Readiness to show patience, support students in their efforts, inspire them to achieve high results and personal development.
- Readiness to provide students with objective and constructive feedback on their work, act in accordance with the requirements of professional ethics, maintain confidentiality, and respect the mentees.

Algorithm for Selecting Mentees:

Step 1: Promote the Mentoring Program

- - Utilize university channels: Reach out to university faculties, departments, and student organizations to spread the word about the mentoring program.
- - Leverage social media platforms: Create posts and share on university accounts, groups, and relevant pages to reach a wider audience.
- - Engage relevant networks: Collaborate with alumni associations, industry organizations, and professional networks to extend the reach of the mentoring program.

Step 2: Communicate the Purpose and Participation Criteria

- - Clearly define the purpose of the program: Emphasize the benefits of mentorship, such as personal and professional growth, networking opportunities, and gaining valuable insights.
- - Specify participation criteria: Prospective mentees should be current students of the specific institution, show a strong commitment to actively engage in the program, and demonstrate clear goals and focus areas for their mentoring experience.

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.

3. Procedures.

- *organization of mentor-mentee, tutor-mentee interaction*

1. Setting goals and expectations:

A meeting or consultation between the mentor and the mentee to define the purpose and expectations of the training program.

Discussion of the academic and professional goals of the mentee and how the mentor can help them achieve these goals.

2. Schedule of the meetings:

Establish a regular meeting schedule between the mentor and the mentee.

Discuss a convenient time and place for the meetings (e.g. in person, in the mentor's office, in classrooms, or remotely via video conference).

3. Establishing communication channels:

Agreeing on the means of communication between mentors and mentees (e.g. face-to-face meetings, phone calls, emails, chats, or shared online platforms).

Determining the most effective way to communicate in the relationship based on the needs and capabilities of the parties.

4. Planning and discussion of topics:

Prepare a plan or list of topics to be discussed during the meetings.

Discuss current issues related to the legal field or academic affairs and provide advice and guidance.

5. Support and training:

Providing support and training in the study of academic subjects, writing research papers, preparing for exams, etc.

Business advice and guidance on professional development and career opportunities in the field of law.

6. Progress tracking and evaluation:

Regularly tracking the progress of mentees in meeting their goals and objectives.

Evaluate the effectiveness of the training program in achieving improvement and determine the next steps.

These steps can be adapted and modified according to the needs and requirements of the mentoring program. It is important to establish open and mutual communication between the mentor and the mentee to ensure successful interaction and achievement of the goals.

- *quality monitoring*

The objective of this quality monitoring is to assess the effectiveness of the mentoring scheme for legal profession in public authorities by measuring specific outcomes, evaluating criteria, and employing relevant indicators and measurement methods.



Desired outcomes	Evaluation criteria and indicators	How to measure them
<p>a. Enhanced legal knowledge and skills of mentees.</p> <p>b. Improved professional development and career progression for mentees.</p> <p>c. Strengthened mentor-mentee relationships and effective knowledge transfer.</p> <p>d. Increased satisfaction levels and positive experiences for both mentors and mentees.</p>	<p>Evaluation criteria Legal Knowledge: Assess the mentees' understanding of relevant legal principles, regulations, and procedures.</p> <p>Skills Development: Evaluate the mentees' progress in key legal skills, such as research, writing, analysis, and advocacy.</p> <p>Career Advancement: Measure the mentees' professional growth and advancements in their legal careers.</p> <p>Mentoring Relationship:</p>	

Desired outcomes	Evaluation criteria and indicators	How to measure them
	<p>Evaluate the quality and effectiveness of the mentor-mentee relationship, including communication, support, and guidance.</p> <p>Indicators</p> <p>Legal Knowledge</p> <p>Skills Development:</p> <p>Career Advancement:</p> <p>Mentoring Relationship:</p>	<p>Pre and post-program knowledge assessments.</p> <p>Review of legal research papers or case analyses.</p> <p>Self-assessment surveys or questionnaires.</p> <p>Mentor and mentee feedback on skill development progress.</p> <p>Tracking mentees' career advancements (e.g., promotions, new job opportunities).</p> <p>Surveys or interviews with mentees to assess career growth.</p> <p>Mentor and mentee satisfaction surveys.</p> <p>Regular feedback sessions between mentors and mentees.</p> <p>Baseline Assessment:</p> <p>a. Conduct a pre-program assessment to establish a baseline of</p>



Desired outcomes	Evaluation criteria and indicators	How to measure them
		<p>mentees' legal knowledge and skills.</p> <p>b. Administer surveys or questionnaires to gather baseline data on mentees' career aspirations and expectations.</p> <p>5. Ongoing Monitoring and Evaluation:</p> <p>a. Collect data and monitor progress at regular intervals throughout the mentoring scheme.</p> <p>b. Conduct mid-term and final evaluations to assess mentees' development and program effectiveness.</p> <p>6. Data Collection Methods:</p> <p>a. Surveys or questionnaires: Pre and post-program knowledge assessments. Skills development self-assessment surveys.</p> <p>- Mentor and mentee satisfaction surveys. Interviews or focus groups: In-depth interviews with mentees to gather qualitative feedback on their experiences.</p> <p>- Focus group discussions with mentors and</p>

Desired outcomes	Evaluation criteria and indicators	How to measure them
		<p>mentees to identify areas for improvement.</p> <p>7. Data Analysis and Reporting:</p> <p>a. Analyze the collected data using statistical analysis tools and qualitative analysis techniques.</p> <p>Prepare comprehensive reports summarizing the findings, trends, and outcomes of the mentoring scheme.</p> <p>c. Present the reports to stakeholders, including program coordinators, mentors, and mentees.</p> <p>8. Continuous Improvement:</p> <p>a. Utilize evaluation findings to identify areas for improvement and make necessary program adjustments.</p> <p>b. Provide mentors and mentees with feedback and support to enhance the mentoring experience.</p> <p>c. Offer additional training or resources based on identified needs.</p> <p>9. Periodic Program Review:</p> <p>a. Conduct regular reviews of the mentoring scheme to assess its ongoing relevance and effectiveness.</p>

Desired outcomes	Evaluation criteria and indicators	How to measure them
		b. Review and update evaluation criteria, indicators, and measurement methods as necessary.

- *performance control*

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

Task	Description	KPI
Mentor-Mentee Meeting Frequency	Monitor the frequency of mentor-mentee meetings to ensure regular and consistent engagement.	Average number of mentor-mentee meetings per month.
Completion of Learning Objectives	Track the mentees' progress in achieving their learning objectives and goals.	Percentage of mentees who successfully achieve their learning objectives.
Mentor Engagement	Assess the level of mentor engagement and active participation in the mentoring scheme.	Mentor feedback on their level of satisfaction with the program and their perceived impact on mentees' development.
Mentee Satisfaction	Evaluate mentees' satisfaction with the mentoring scheme and the support they receive.	Mentee feedback on overall satisfaction with the program and mentor support.

Mentor-Mentee Compatibility	Assess the compatibility and effectiveness of mentor-mentee pairings.	Feedback from mentors and mentees on the quality of the mentor-mentee relationship and compatibility.
Knowledge and Skill Development	Evaluate the mentees' progress in acquiring legal knowledge and developing relevant skills.	Pre and post-program assessments of mentees' legal knowledge and skills.
Career Advancement	Monitor the mentees' career advancements and professional growth.	Percentage of mentees who experience career advancements during or after the mentoring scheme.
Program Completion Rate	Track the rate of mentees who successfully complete the mentoring scheme.	Percentage of mentees who complete the full duration of the program.
Mentoring Relationship Quality	Assess the quality and effectiveness of the mentor-mentee relationships.	Mentor and mentee feedback on the quality of the mentoring relationship and perceived benefits.
Program Impact	Measure the overall impact of the mentoring scheme on mentees' personal and professional development.	Mentee feedback on the perceived impact of the program on their skills, knowledge, and career prospects.
Program Feedback and Improvement	Gather feedback from mentors, mentees, and stakeholders for continuous program improvement.	Number of feedback received and the percentage of feedback implemented for program enhancement.
Program Evaluation and Reporting	Conduct comprehensive evaluations at regular	Completion of program evaluation

	intervals and generate reports on program performance.	reports within the specified timeline.
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List of Satisfaction Evaluation for Mentoring Scheme:

Subject	Focus of Evaluation	Possible Methods of Evaluation
Mentors	<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
Mentees	<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
Employers	<ul style="list-style-type: none"> - Satisfaction with the mentees' performance and progress 	<ul style="list-style-type: none"> - Employer feedback surveys or questionnaires - Performance evaluations of mentees in the workplace

	<ul style="list-style-type: none"> - Relevance of mentoring scheme in preparing mentees for the workplace - Benefits of mentoring in terms of professional skills and knowledge development - Effectiveness of mentees' integration into the organization - Impact of mentoring on employee retention and job satisfaction 	<ul style="list-style-type: none"> - Direct communication with employers for feedback - Analysis of mentees' job performance and career progression
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

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. There will be a feedback survey and, at the request of the participants, personal posts on social media as part of gaining experience, building a personal brand and communication skills.

4. **Forms of work.**

1. **Internship.** Every year, in accordance with the curriculum, students undergo an internship in state and local government bodies. The purpose of the internship is to form and develop practical skills based on the acquired theoretical knowledge for further employment of the graduate. On the first day of the internship, the student is assigned a mentor who helps to draw up a plan (schedule) for the internship, and then organizes the implementation of the planned activities, monitors the completion of the tasks, shares his or her experience in solving current issues and problems, teaches record keeping, communication with citizens and colleagues, business etiquette, and the intricacies of the job. Later, as a result of successful completion of the internship, the student may be offered employment. The positive aspect is that the graduate returns to the agency after graduation and integrates seamlessly and "painlessly" into the team and workflow, while the mentor receives a ready-made employee who does not need to be trained. The mentor takes on a new role - a direct supervisor, a professional mentor.

2. **Practical training.** A mentor can offer students the opportunity to undergo a practical training in various public authorities, where they will "try on" their future profession for free, gain practical experience, and see how the legal system functions in practice. During a practical training at a government agency, a student will learn about the system of government agencies, learn how to work with regulations, understand how policy is implemented on the local level, have the opportunity to work side by side with professionals, improve existing skills and gain new useful knowledge. During the practical training, the mentor can provide advice and assistance to students in their professional development.

3. **Joint projects.** The mentor and students can work on joint projects, research or work on specific legal issues. Joint projects promote practical learning, exchange of experience and enhancement of students' professional skills.

4. **Consultations and discussions.** The mentor may hold individual consultations with students to discuss problematic issues, career prospects, choice of specialization or advice on professional development. This may include joint study of legislation, analysis of legal situations, writing articles or research papers. These consultations may take place in person, by phone, email or videoconference.

5. **Group discussion of issues.** The mentor can organize group workshops, seminars, webinars with the participation of successful government officials (mayors, deputies, representatives of state administrations, judges, prosecutors, etc.) where students can discuss current legal issues, debate different points of view and learn together. This helps to develop analytical and communication skills, and stimulates the exchange of ideas and views.

6. **Networking events.** The mentor organizes online events (webinars, workshops, etc.) with invited speakers or uses online learning platforms with feedback from mentees.

5. **Information support.** IT-platform with the following functionality

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.

1) Database structure

For mentors

First name, Last name	
Position, organization	
Education, academic degree, academic rank, professional development data	
Work experience in the legal field (number of years, last places of work)	
Your specialization or branch of law	
Communication skills. Mentoring experience (if any) Ability to work with students and young lawyers	
Interest in the development of students and young professionals	
Value orientations regarding professional growth and ethical standards	

For mentees

First name, Last name	
Year of study, № of academic group	
Major (specialty)	
Field of law in which you wish to work (civil, criminal, administrative law, etc.)	
Career ambitions and purpose of work in state bodies	
Results of the session, academic honors	
Participation in student conferences, seminars, master classes, etc	
Motivation for participating in the mentoring	

<p>program: Why you want to participate in the mentoring program. What to expect from cooperation with a mentor</p>	
<p>Additional skills or knowledge (languages, computer literacy, etc.)</p>	

2) Other external sources:

1. **Official websites of public authorities.** Many public bodies have official websites where information about their staff, including senior officials, is available. On these websites you can find profiles of officials, their biographies, achievements and expertise.

2. **Publications and studies.** Many public officials publish articles, research papers or participate in research projects. These publications can provide important information about their education, professional level, and work experience.

3. **Social media and professional networks.** Many government officials have profiles on social media (Facebook, Twitter) or professional networks such as LinkedIn. These profiles can provide information about their career, education, skills and projects they have been involved in.

4. **Press releases and media publications.** Information about government officials can often be found in press releases, news articles or other media coverage.

5. **Recommendations and feedback.** Reach out to students or colleagues who have already worked with government officials. They can share their experience and provide recommendations.

6. Resource provision.

Resource Provision for the above-mentioned measures encompasses various elements required for the effective organization and implementation of mentor-mentee and tutor-tutee interactions. The following resources are crucial for creating an optimal learning environment:

1. **Specialized Classrooms:** Dedicated educational classrooms are essential for conducting in-person sessions, workshops, and problem lectures. 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.

2. **Equipment and Software:** In addition to specialized classrooms, it is important to provide the necessary equipment and software to support the learning activities. This includes access to computers, laptops, tablets, or other devices that participants can use to engage with digital resources, complete

assignments, and collaborate online. Additionally, software applications and tools specific to the subject matter, such as language learning software or media literacy resources, should be made available to enhance the learning experience.

3. **Online Learning Platforms and Resources:** Utilizing online learning platforms, such as Moodle or other learning management systems, provides a centralized hub for accessing educational materials, submitting assignments, participating in discussions, and engaging with mentors or tutors remotely. These platforms facilitate the organization of courses, tracking of progress, and interaction between participants. Additionally, online resources such as e-books, videos, interactive modules, and online libraries can supplement the learning process and provide additional learning opportunities.

4. **Qualified Personnel:** 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: 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 mentors and mentees 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 mentors and mentees to build successful mentoring relationships and achieve their goals.

5. **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. **Regulations.**

Regulation 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.
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:

1. Legal principles and regulations applicable to the public sector
2. Understanding of administrative law and procedures
3. Knowledge of legal frameworks relevant to public service and governance
4. Awareness of ethical and professional responsibilities in the legal profession
5. Understanding of constitutional law and its implications for public sector lawyers
6. Familiarity with relevant case law and legal precedents

7. Knowledge of legal research methods and resources
8. Understanding of legislative processes and policy development in the public sector
9. Awareness of specialized areas of law related to public sector operations (e.g., labor law, contract law, etc.)
10. Knowledge of emerging legal issues and trends impacting the public sector.

Skills:

1. Legal analysis and reasoning: Ability to analyze complex legal issues, identify relevant laws and regulations, and apply logical reasoning to reach sound legal conclusions.
2. Effective written and oral communication: Proficiency in expressing legal concepts clearly and persuasively through written documents and oral presentations.
3. Research and information gathering: Proficient in conducting comprehensive legal research, utilizing relevant legal databases, and gathering information from credible sources.
4. Legal drafting and documentation: Skill in preparing legal documents, such as contracts, briefs, memos, and other legal correspondence, with accuracy and attention to detail.
5. Case preparation and advocacy skills: Competence in preparing legal arguments, building a strong case, and effectively advocating for clients' interests in court or administrative proceedings.
6. Problem-solving and critical thinking: Ability to analyze complex legal issues, evaluate different options, and develop innovative solutions to legal problems.
7. Negotiation and conflict resolution: Proficiency in negotiating and resolving legal disputes, finding mutually acceptable solutions, and advocating for clients' interests while maintaining professional relationships.
8. Attention to detail and accuracy in legal work: Meticulousness in reviewing and analyzing legal documents, contracts, and agreements to ensure accuracy and minimize errors.
9. Time management and organizational skills: Ability to prioritize tasks, meet deadlines, and effectively manage multiple cases and responsibilities.
10. Collaboration and teamwork: Capacity to work collaboratively with colleagues, clients, and stakeholders, fostering positive working relationships and achieving common goals in a team-oriented legal environment.

Attitudes:

1. Professionalism and ethical conduct: Commitment to maintaining high standards of professionalism, integrity, and ethical behavior in all legal interactions.
2. Commitment to upholding the rule of law and justice: Dedication to ensuring fairness, justice, and adherence to the rule of law in the practice of law.
3. Strong work ethic and dedication to public service: Demonstrating a strong

work ethic, motivation, and a sense of duty in serving the public interest.

4. Respect for diversity and cultural sensitivity: Valuing and respecting the diversity of individuals, cultures, and perspectives, and maintaining cultural sensitivity in legal practice.

5. Openness to learning and continuous professional development: Willingness to acquire new knowledge, skills, and stay updated with legal developments to enhance professional growth and effectiveness.

6. Adaptability and flexibility in a dynamic legal environment: Being adaptable and flexible in navigating changes, challenges, and evolving legal landscapes.

7. Empathy and understanding of clients' needs and perspectives: Showing empathy, listening attentively, and understanding clients' unique circumstances to provide personalized legal advice and support.

8. Integrity and honesty in all legal interactions: Conducting oneself with integrity, honesty, and transparency in dealings with clients, colleagues, and the justice system.

9. Effective interpersonal skills and relationship building: Developing and maintaining positive and effective professional relationships with clients, colleagues, and stakeholders.

10. Confidence and self-assurance in legal abilities: Possessing self-confidence in legal knowledge, skills, and abilities, while maintaining humility and a willingness to seek input and collaborate with others.

Knowledge:

1. Knowledge of the legal framework and principles of activity of state and local authorities, their structure, competence, tasks.

2. Knowledge of international standards of public authorities and local self-government.

3. Knowledge and understanding of international human rights standards, the provisions of the Convention for the Protection of Human Rights and Fundamental Freedoms, as well as the case law of the European Court of Human Rights.

4. Awareness of ethical and professional responsibility in the legal profession.

5. Knowledge of national judicial practice, legal positions of the Supreme Court, the Constitutional Court of Ukraine.

6. Knowledge and understanding of legal research methods and resources.

7. Understanding of the peculiarities of the rulemaking (lawmaking, legislative) process, knowledge of the techniques and rules of legal technique.

8. Understanding of the basics of state, regional and local policy formation, knowledge of legal issues and trends that affect it.

9. Knowledge of legal mechanisms for the realization of civil, political, socio-economic, cultural human rights.

10. Knowledge and understanding of the peculiarities of ensuring the fundamental rights of women, children, people with disabilities, national minorities, internally displaced persons, and other vulnerable groups on the principles of equality, humanism, and justice.

Skills:

1. Ability to analyze complex legal issues, relevant laws and regulations, and apply logical reasoning to reach sound legal conclusions.
2. Ability to clearly and convincingly express own legal position in written documents and oral presentations.
3. Ability to conduct comprehensive legal research using relevant legal databases and collecting information from reliable sources.
4. Skill in preparing legal documents such as contracts, agreements, legal correspondence, and regulations with accuracy and attention to details.
5. Competence in preparing legal arguments, building a strong case and effectively defending clients' interests in court.
6. Ability to analyze complex legal issues, evaluate different options and develop innovative solutions to legal problems.
7. Ability to negotiate and resolve legal disputes, find mutually acceptable solutions and defend clients' interests while maintaining professional relationships.
8. Thoroughness in reviewing and analyzing legal documents, contracts and agreements to ensure accuracy and minimize errors.
9. Ability to prioritize tasks, meet deadlines, and effectively manage multiple cases and responsibilities.
10. Ability to collaborate with colleagues, clients and stakeholders, fostering positive working relationships and achieving common goals in a team-oriented legal environment.

Attitudes:

1. Obligation to maintain high standards of professionalism, integrity and ethical behavior in professional relationships.
2. Commitment to ensuring honesty, justice and observance of the rule of law in the practice of law.
3. Demonstration of labor discipline, motivation and sense of duty in the service of the public interest.
4. Respect for the diversity of persons, cultures and views, as well as preservation of cultural sensitivity in the practice of law.
5. A desire to acquire new knowledge, skills and keep abreast of legal developments to enhance professional growth and efficiency.
6. Adaptability and flexibility in navigating changes, challenges and evolution of the legal landscape.
7. Demonstrate empathy, attentive listening and understanding of

clients' unique circumstances to provide individualized legal advice and support.

8. Decency, honesty and transparency in dealing with clients, colleagues and the justice system.

9. Developing and maintaining positive and effective professional relationships with clients, colleagues and stakeholders.

10. Confidence in personal legal knowledge, skills and abilities, while maintaining humility and willingness to seek input and collaborate with others.

8. **Methodological support.**

1. Agreement with a mentor
2. Agreement with mentee
3. Title: Manual for Mentoring Legal Professionals in Local Government Table of Contents:
 1. Introduction
 - Purpose of the Manual
 - Overview of the Mentoring Program for Legal Professionals in Local Government
 - 2. Understanding the Mentoring Program for Legal Professionals in Local Government
 - Overview of the Mentoring Program
 - Objectives and Expected Outcomes
 - Roles and Responsibilities
 - Mentors (Experienced Legal Professionals in Local Government)
 - Mentees (Junior Legal Professionals in Local Government)
 - Program Coordinators
 - Other Stakeholders
 3. Mentors' Guide
 - 3.1 Role of Mentors in Local Government Legal Practice
 - Mentoring Responsibilities in Local Government Settings
 - Guiding Mentees in Legal Practice within Local Government
 - Fostering Ethical Conduct in the Local Government Context
 - 3.2 Mentoring Strategies for Legal Professionals in Local Government
 - Building a Trusting Mentoring Relationship
 - Sharing Expertise in Legal Issues Relevant to Local Government
 - Navigating Complex Legal Challenges in Local Government
 - 3.3 Mentoring Plan and Goal Setting for Legal Professionals in Local Government
 - Developing a Mentoring Plan in the Local Government Context
 - Setting Career Development Goals in Local Government Roles
 - Monitoring Progress and Providing Feedback



3.4 Professional Development for Legal Professionals in Local Government

- Enhancing Legal Skills Specific to Local Government Practice
- Promoting Leadership and Advocacy in Local Government Roles
 - Building Networks and Professional Relationships in the Local Government Setting

4. Mentees' Guide

4.1 Role of Mentees in Local Government Legal Practice

- Responsibilities of Mentees in Local Government
- Actively Engaging in the Mentoring Relationship
- Seeking Guidance and Professional Development

4.2 Maximizing the Mentoring Experience in Local Government

- Effective Communication with Mentors in Local Government
- Leveraging Mentoring Opportunities in Local Government Law
- Taking Ownership of Professional Growth in the Local Government Context

4.3 Goal Setting and Action Planning in Local Government

- Setting Career Goals in Legal Practice within Local Government
- Developing Action Plans for Skill Enhancement in Local Government
- Embracing Learning Opportunities in the Local Government Context

4.4 Ethical and Professional Conduct in Local Government

- Upholding Ethical Standards in Local Government Legal Practice
- Maintaining Confidentiality and Integrity in the Local Government Setting
- Adhering to Legal and Ethical Responsibilities in Local Government Roles

5. Program Administration

5.1 Mentor and Mentee Matching Process

- Considerations for Successful Mentor-Mentee Matches in Local Government
- Identifying Complementary Skill Sets in the Local Government Context

5.2 Program Logistics and Support for Legal Professionals in Local Government

- Coordinating Program Activities for Legal Professionals in Local Government
- Providing Resources and Support for Mentoring in the Local Government Setting

5.3 Monitoring and Evaluation of the Mentoring Program

- Evaluation Criteria and Indicators for Mentoring in Local Government
- Feedback Mechanisms and Continuous Improvement Strategies

6. Legal Knowledge and Skills Development in Local Government

- Understanding Legal Principles in the Local Government Context
- Developing Expertise in Local Government Law and Regulations
 - Enhancing Legal Research and Analysis Skills in the Local

Government Setting

7. Professional Development in Local Government

- Developing Leadership Skills in Local Government Roles
 - Building Effective Communication and Advocacy Skills in the Local Government Context
 - Navigating Political Dynamics and Stakeholder Engagement in Local Government

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

The Tutoring & Mentoring Center (T&M Center) plays a crucial role in providing comprehensive infrastructural support for mentoring and tutoring programs within Higher Education Institutions (HEIs). As the central hub for these initiatives, the T&M Center oversees and coordinates various aspects of the programs, serving as a primary point of contact for mentors, mentees, tutors, tutees, and other stakeholders involved in the mentoring and tutoring process. It aims to facilitate effective communication, coordination, and quality assurance, ultimately contributing to positive educational experiences and the professional development of mentees and tutees.

The T&M Center fulfills several key tasks, including:

1. Recruitment and Training of Mentors and Tutors:
 - Implementing mechanisms to recruit and select qualified mentors and tutors from both internal and external sources.
 - Providing comprehensive training programs and workshops to equip mentors and tutors with the necessary skills, knowledge, and competencies to effectively guide and support mentees and tutees.
2. Enrollment and Matching of Mentees and Tutees:
 - Collecting mentee and tutee preferences, academic needs, and career aspirations.
 - Utilizing this information to facilitate suitable mentor and tutor matching based on compatibility and expertise.
3. Information and Communication Support:
 - Establishing and maintaining communication channels, such as dedicated email addresses, IT platforms, and social media channels.
 - Disseminating information about mentoring and tutoring programs, guidelines, resources, and important updates to mentors, mentees, tutors, tutees, and program coordinators.
4. Monitoring and Evaluation of Mentoring and Tutoring Programs:
 - Implementing mechanisms to monitor and evaluate the effectiveness of mentoring and tutoring programs.
 - Collecting feedback from mentors, mentees, tutors, tutees, and other stakeholders.



- Conducting assessments or surveys to gauge program outcomes and impact.
- 5. Provision of Resources and Support Materials:
 - Offering online libraries, databases, handbooks, and guides that mentors, mentees, tutors, tutees, and program coordinators can utilize for reference and professional development purposes.
- 6. Administrative Support:
 - Providing administrative assistance to support program logistics, including scheduling mentor/mentee or tutor/tutee meetings.
 - Assisting with administrative tasks related to the mentoring and tutoring process.
- 7. Reporting and Documentation:
 - Ensuring the proper documentation of mentoring and tutoring activities, including progress reports and outcomes.
- 8. Program Enhancement and Development:
 - Continuously seeking opportunities for program enhancement and development.
 - Incorporating feedback, best practices, and innovative approaches to improve the overall mentoring and tutoring experience.

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

Counseling for mentors working with students should be aimed at strengthening mentors' psychological resilience, preparing them to effectively support their mentees and ensuring a positive mentoring experience. These consultations cover a number 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 management, etc.

The restrictions caused by the COVID-19 pandemic and the full-scale invasion of 2022 have had a significant impact on the psychological state of all Ukrainians without exception. In order to address these challenges and facilitate the successful adaptation of mentors, tutors, and mentees to the new conditions and their continued interaction within the mentoring scheme, our program aims to collaborate with the Center for Social-Psychological Support, Professional Development, and Employment Assistance of the University.

The psychological portrait of students who will work under the mentorship of public officials has basic common features and characteristics, primarily active individuals with ambitions, a tendency to leadership and competition. Psychological Portrait of the Target Audience:

Main psychological characteristics of the target group:

Motivation. Students who are willing to work under the mentorship of

government officials are consistently strongly motivated to learn and strive to succeed in the legal profession. They may have goals related to working in the public sector, making an impact on society, or reforming the legal system.

Activity. Students seeking mentoring opportunities in government are often proactive and active in seeking new research, projects, or opportunities to develop their legal skills. They may be open to new ideas and willing to take responsibility for their own learning and professional development.

Analytical mind. Students interested in working in government often have an analytical mind and the ability to critically analyze legal issues. They may be interested in understanding and solving complex legal problems using logic and evidence.

Integrity. Students who work under the mentorship of public officials must demonstrate a high level of ethical standards and integrity. They understand the importance of compliance with the law, confidentiality and responsibility in their work.

Flexibility. Students working under the mentorship of public officials should be flexible and able to adapt to changing conditions and requirements. They may encounter a variety of situations and tasks, so it is important to have the ability to adapt and solve problems quickly.

Communication skills. Students who intend to work under the mentorship of public officials should have good communication skills. They must be able to communicate effectively with their mentors, colleagues, stakeholders, and the public.

Risks, potential psychological problems or difficulties may arise from excessive ambition, competition, and the tendency of this category to conflict.

Methods of Identifying and Addressing Psychological Issues:

- Implementing methods for identifying and addressing psychological issues within the mentoring/tutoring program.
- Providing regular monitoring and assessment of the psychological state of mentors, tutors, and mentees.
- Offering consultations, trainings, or workshops to support mentors, tutors, and other participants in strengthening their psychological stability and readiness to work with mentees/tutees.
- Developing skills in monitoring the psychological well-being of the target audience and identifying potential changes or negative manifestations.
- Equipping mentors, tutors, and mentees with strategies to manage and mitigate emotional surges, psychological challenges, and stress.

Psychological Support for Mentees/Tutees:

- Offering individual or group consultations and trainings for mentees/tutees to address and correct their psycho-emotional state if necessary or upon request.



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- Providing relief, motivation, and guidance to mentees/tutees in navigating psychological challenges and maintaining well-being.
- Periodically monitoring the psychological state of mentees/tutees and assessing changes over time to ensure appropriate support.

Collaboration between centers of the consortium partners:

- Establishing a collaborative partnership between centers of partners to leverage their expertise and resources.
- Coordinating efforts to integrate psychological support services seamlessly into the mentoring/tutoring program.
- Utilizing the centers' consultations, resources, and training opportunities to enhance the psychological well-being of mentors, tutors, mentees, and other stakeholders.

By addressing the psychological needs of mentors, tutors, and mentees within the mentoring/tutoring program, we aim to create a supportive and conducive environment that promotes holistic growth, psychological well-being, and successful educational experiences for all participants.