



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

# MENTORING FOR STUDENTS WITH DISABILITIES

## METHODOLOGICAL BASE AND PREREQUISITES

### 1. Initial conditions.

**Relevance of the scheme:** Mentoring scheme addresses the challenges and barriers which students with disabilities face in pursuing higher education and future employment opportunities. It fosters inclusivity, provides tailored support, and promotes their academic and career success by offering personalized guidance, psychological support, and career development assistance. The mentoring program developed to empower students with disabilities to achieve their goals and contribute their talents to society.

**Target Audience:** students with various disabilities enrolled in higher education institutions.

**Needs and requests:** inclusive and accessible learning environment, including educational materials, facilities and technologies, individualized academic support, overcoming employment barriers

**Challenges and concerns:** lack of accessibility, limited access to assistive technologies, concerns about academic performance, discrimination, and limited career opportunities.

**Socio-economic challenges:** stigma, social barriers, difficulties in finding jobs or internships that accommodate their specific needs or provide accessible workplaces, which impact their ability to support themselves financially.

**Psychological aspects:** emotional challenges related to discrimination and lack of understanding from peers and educators cause additional stress, affect students' self-confidence, and lead to feelings of exclusion and isolation.

**Cultural norms and stereotypes:** viewing students with disabilities as helpless, dependent, or objects of pity, underestimating their intelligence, capabilities and potential contributions to society. Students with disabilities may be seen as individuals requiring constant care that can lead to negative attitudes, stigmatization, and social isolation.



**Aspirations, goals, prospects:** more inclusive environment, equal access to education, career success, overcoming stereotypes and societal norms, enhancing one's independence and mental well-being.

**Risks and fears:** fear of facing discrimination at the university and at the job market, experiencing challenges in finding suitable employment due to misconceptions about their abilities, concerns about inadequate support systems and accessibility barriers.

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

As a result of the application of the mentoring scheme, the students with disabilities will gain increased confidence, self-advocacy skills, and a sense of empowerment, enabling them to navigate higher education with greater ease and pursue successful careers in their chosen fields. They will develop a strong sense of self and realize their potential as capable professionals and individuals, contributing to a more inclusive and diverse society.

## 3. The ambitions of mentoring/tutoring.

The ambition of the mentoring program is to empower students with disabilities to overcome challenges and barriers in higher education, fostering their personal and professional growth. By providing tailored support, guidance, and skill development, the mentoring scheme aims to create an inclusive and supportive environment that enables mentees to achieve academic and career success, paving the way for their future as confident, competent professionals.

4. **Values.** *List of basic, fundamental principles (suggested maximum volume - up to 10 words / short statements).*

1. Inclusivity.
2. Empathy.
3. Empowerment.
4. Personalized support.
5. Accessibility.
6. Continuous learning.
7. Advocacy.
8. Collaboration.
9. Diversity appreciation.
10. Growth mindset

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

**The aim** of the mentor's cooperation with students with disabilities is to foster their personal and professional growth, empowering them to overcome challenges and maximize their potential.

**The result:** self-confident individuals, who are able to thrive in their academic pursuits and future careers with respect to their unique perspectives and abilities.

## 6. Methods:

### 6.1. Engagement of mentors/tutors.

A **mentor** is an experienced and empathetic individual, preferably having experience in work with people with disabilities, who possesses a deep understanding of the challenges and unique needs that students with disabilities may face, including physical, sensory, cognitive, or emotional disabilities. He or she could be a representative of the non-governmental organization, an employee of state authorities, local self-government bodies, social services, companies or relevant university units.

**Mentor engagement** emphasizes voluntariness, mutual respect, and dedication to the mentees' development. Engaging university staff and alumni can be done through internal communication means (targeted emails, announcements in social media, staff meetings etc.), while engagement of external professionals could be done through collaboration with disability services offices, NGOs working with people with disabilities, as well as hosting inclusive networking events and informational sessions to generate interest and connections among potential mentors.

### 6.2. Selection of mentee/tutee.

A **mentee** is a student with a disability who seeks guidance, support, and academic assistance from a mentor.

**The selection** of mentees is based on request and foresees an inclusive and equitable approach, considering the specific needs and requirements of students with disabilities.

**Principles of involvement** include promoting autonomy, respecting individuality, tailoring support to unique challenges, and fostering a collaborative and empowering relationship. The process ensures that mentees actively



participate in setting goals, identifying areas for improvement, and co-creating personalized strategies to enhance their academic and personal development.

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

**Matching criteria:** mentor's personal or professional experience related to specific mentee's disabilities or mentee's academic or career goals, shared interests, mentor's familiarity with necessary assistive technologies. Mentor-mentee interactions are organized through a shared system of leadership values, regular meetings, and open accessible communication channels. Mentees engage with mentors, seeking advice and incorporating feedback in their achievements.

**The main forms of interaction** include structured meetings, both offline and online, for discussions, goal setting, and progress tracking, as well as joint projects, personal support, counseling, training and internships. Additional support is provided through communication platforms like Telegram, Viber, WhatsApp, and e-mail.

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

A combined approach will be used in the organization of mentor-mentee interaction. As flexibility and open communication are fundamental principles of this mentoring scheme, the mentor-mentee interaction will occur based on the specific needs and demands that arise. The primary expectation for mentor-mentee interaction is consistency rather than sporadic engagement. For this purpose, on-site individual meetings, personalized consultation, group work and remote communication could be used.

## MODEL OF THE MENTORING \ TUTORING SCHEME

### 8. Algorithms for selecting mentors and mentees

#### 8.1. Algorithms for selecting mentors

##### Step 1. Contacting relevant stakeholders to reach out potential mentors.

Initial contact is made with relevant networks, professional groups, governmental and non-governmental actors to convey the interest in collaboration, explaining objectives of the initiative and emphasizing the advantages of mentorship



participation. Stakeholders are requested to provide lists of potential mentors or recommend the program to them.

### Step 2. Open call and selection of candidates.

The step foresees creating an announcement that outlines the mentor selection criteria and program benefits. Interested candidates are invited to create profiles on the IT platform, emphasizing their qualifications, experiences, and areas of interest. After conducting interviews with candidates to assess their ability to meet students' needs, selected mentors and the university sign a cooperation agreement that clearly defines mutual rights, obligations, and the terms of collaboration.

### **Mentor qualifications and requirements:**

- Deep understanding of challenges faced by students with disabilities (physical, sensory, cognitive, or emotional)
- Preferably have prior experience working with people with disabilities
- Understanding principles of an inclusive and empowering environment
- 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 the mandatory training course.

## **8.2. Algorithms for selecting mentees**

### Step 1. Promoting mentoring opportunities among university students.

Promotion campaigns may include informational sessions, targeted communications at the departments via faculty staff, advertising the mentoring program through university channels, social media platforms, and relevant networks and awareness campaigns, to ensure that students are well-informed about the mentoring initiative. This stage foresees clear communication about the purpose of the program and the criteria for participation.



## Step 2. Open call and selection

Encourage potential mentees to register profiles on the IT platform, providing background information, expectations from the mentorship program and areas where they seek guidance from experienced professionals.

Two-stage selection process includes application evaluation and interviews. Selection criteria combine clear mentoring goals, commitment to active program participation, and an eagerness to learn from experienced mentors.

## **9. Procedures.**

### 9.1. Organization of mentor-mentee, tutor-tutee interaction

- 1) Raising awareness about the Tutoring and Mentoring Program (T&M Program) within the target audience.
- 2) Inviting potential mentors and mentees to register on the IT-Platform (T&M Platform) and create detailed profiles with essential information.
- 3) Distributing registers of mentors and mentees, among academic advisors, dean's offices, and relevant university units to ensure effective monitoring and keeping track of students' achievements.
- 4) Matching mentors and mentees either through the T&M Platform algorithms or by a designated responsible person at the Tutoring and Mentoring Center (T&M Center).
- 5) Providing preparatory training for mentors.
- 6) Facilitating introductory meetings between mentors and mentees to introduce mentees and mentors, clarify expectations, establish communication guidelines, and set milestones.
- 7) Arranging group meetings and individual sessions, accommodating all parties' preferences, whether online or offline, including via the T&M Platform.
- 8) Setting mentees' goals and expectations, establishing a regular meeting schedule between the mentor and the mentee
- 9) Continuously monitoring the progress of mentor-mentee interactions, including implementing feedback mechanisms.

- 10) Collecting periodic reports and evaluations of interactions and achievements, which are instrumental in assessing program impact, making enhancements, and recognizing exceptional contributions.

## 9.2. Quality monitoring

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

Desired outcomes	Evaluation criteria and indicators	Collecting information tools
Mentees gain a sense of confidence in navigating the academic and career challenges they face.	<ul style="list-style-type: none"> <li>● Mentees actively participate in classes, complete assignments, and get positive feedback from academic staff;</li> <li>● Mentees effectively identify, analyze, and solve academic and career challenges encountered;</li> <li>● Mentees demonstrate practical skills and knowledge that prepare them for future career opportunities.</li> </ul>	<p>Grades, course completion rates, feedback from academic staff; Certificates of participation;</p> <p>Self-report surveys, interviews, mentors' reports;</p> <p>Mentors' reports, feedback from academic staff.</p>
Mentees show improved ability to overcome social barriers connected to their disability.	<ul style="list-style-type: none"> <li>● Mentees clearly communicate their needs and seek support</li> <li>● Mentees experience a sense of belonging within the university community</li> <li>● Quantitative increase in the number of mentees</li> </ul>	<p>Self-report surveys, interviews, mentors' reports;</p> <p>Number and type of activities the mentee is involved in;</p>

	<p>participating in social activities, clubs, or events on campus</p> <ul style="list-style-type: none"> <li>● Expanded social networks of mentees</li> </ul>	<p>Number of new connections or friendships formed during the program (self-report surveys)</p>
<p>Mentees' psychological well-being improved</p>	<ul style="list-style-type: none"> <li>● Mentees demonstrate lower stress levels, reduced anxiety, and increased overall life satisfaction</li> <li>● Mentees demonstrate improvement in ability to cope with stress</li> <li>● Mentees demonstrate improved emotional resilience</li> <li>● Increased positive interactions of mentees with peers and support networks</li> </ul>	<p>Self-report surveys, interviews, mentors' reports</p>
<p>Mentees' career readiness enhanced</p>	<ul style="list-style-type: none"> <li>● Mentees actively participate in career-related activities (internships, workshops, networking events etc.)</li> <li>● Mentees have clear, realistic career goals and demonstrate an understanding of the steps needed to achieve them</li> <li>● Mentees demonstrate the development of skills relevant to their chosen career.</li> </ul>	<p>Certificates of participation in the career-related activities; Mentee's career plan; Self-report surveys, feedback from mentors, evidence of skill development (certificates, references etc.)</p>

### 9.3. Performance control

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

<b>Task</b>	<b>Description</b>	<b>KPI</b>
Goal achievement	Assess reaching long-term and short-term goals that have been previously set by mentees	Percentage of mentees who accomplish their predefined goals within the agreed timeframe;  Percentage of goals set by mentees that have been successfully or partially achieved
Action plan implementation	Assess the extent to which mentees have implemented the action plans and strategies discussed with their mentors	Percentage of action steps or tasks outlined in the mentees' action plans that have been completed within a mentoring program
Networking effectiveness	Measure the expansion and quality of mentees' networks and connections at the university and local community	Number of new at the university and local community connections or opportunities gained by mentees through the mentoring program
Mentee engagement	Measure the level of mentee engagement and active participation in the mentoring relationship	Frequency of mentee-initiated interactions or engagements with their mentors

Mentor engagement	Assess mentors' level of participation, commitment, and effectiveness in supporting mentees' growth	Average mentor engagement score based on feedback from mentees
Knowledge transfer	Measure the extent to which mentees apply the knowledge, insights, and skills gained from the mentoring program to their professional contexts.	A set of new skills and knowledge discussed with their mentors and their application in relevant contexts
Program retention	Measure the retention rate of mentees throughout the mentoring program duration.	Percentage of mentees who complete the full mentoring program as planned

#### 9.4. Level of satisfaction evaluation (based on predefined criteria and indicators)

Subject	Focus of Evaluation	Possible Methods of Evaluation
Mentors	<ul style="list-style-type: none"> <li>● Overall satisfaction with the mentoring scheme</li> <li>● Effectiveness of mentor-mentee relationships</li> <li>● Level of support and guidance provided to mentees</li> <li>● Opportunities for professional growth and development</li> <li>● Satisfaction with mentor training and resources</li> </ul>	<ul style="list-style-type: none"> <li>● Mentor satisfaction surveys</li> <li>● Individual interviews or focus group discussions</li> <li>● Mentor feedback forms or questionnaires</li> <li>● Analysis of mentor engagement and retention rates</li> </ul>

Mentees	<ul style="list-style-type: none"> <li>● Overall satisfaction with the mentoring scheme</li> <li>● Quality of guidance and support received from mentors</li> <li>● Progress in achieving learning objectives and goals</li> <li>● Impact of mentoring on personal and professional development</li> <li>● Relevance of mentoring experience to future career</li> </ul>	<ul style="list-style-type: none"> <li>● Mentee satisfaction surveys</li> <li>● Individual interviews or focus group discussions</li> <li>● Reflective journals or self-assessment forms</li> <li>● Analysis of mentee feedback and program completion rates</li> </ul>
Administration of HEI	<ul style="list-style-type: none"> <li>● Effectiveness of the mentoring scheme in achieving desired outcomes</li> <li>● Overall satisfaction of stakeholders involved in the program</li> <li>● Alignment of the scheme with the institution's goals and objectives</li> <li>● Efficiency of program administration and coordination</li> <li>● Impact of mentoring on student retention and academic success</li> </ul>	<ul style="list-style-type: none"> <li>● Feedback surveys from the administration and program coordinators</li> <li>● Meetings or discussions with key stakeholders</li> <li>● Analysis of program reports and data</li> <li>● Review of student academic records and retention rates</li> </ul>

#### Methods of Evaluation:

- Structured surveys or questionnaires with open-ended questions;
- Interviews or focus group discussions;
- Assessing mentees' progress based on predetermined criteria;
- Reviewing program reports, feedback forms, or reflective journals;
- Direct communication with mentors, mentees and other stakeholders to gather qualitative feedback.

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.

## 10. Forms of work.

1. **Internships** - offer mentees a hands-on experience and skill development opportunities within real-world work environments under the condition that they are thoughtfully designed to cater to the specific needs and abilities of students with disabilities, fostering an inclusive and supportive atmosphere. Mentees can undergo internships in state and local government bodies, NGOs or companies, etc., where they are assigned mentors to guide and support them in skill acquisition, professional networking, and facilitate establishing valuable connections within their chosen fields. The administrator of the mentoring program (T&M Center) ensures that internships are accommodating and tailored to meet individual needs, promoting inclusivity and paving the way for these students to embark on successful career paths with newfound skills, knowledge, and confidence.
2. **Training courses and workshops** - designed in accordance to non-formal education approaches, which emphasize interactive and experiential learning. These activities aim to provide tailored support and foster skill development and can be conducted both offline and online, ensuring flexibility and accessibility for all participants.

Suggested topics covered in these courses and workshops address the unique challenges and needs of students with disabilities, namely: disability awareness and advocacy, assistive technology utilization, effective communication and self-advocacy skills, disability rights and legislation. Additionally, the training activities may cover topics related to career readiness, such as resume building, job searching, and interview preparation.

3. **Joint projects** or mentees' involvement in their mentor's ongoing initiatives offer a diverse range of topics, reflecting the wide array of interests and academic pursuits among mentees. These opportunities span from scientific research to community projects. Mentees may engage in various activities such as data collection, analysis, literature review, and experimentation. Additionally, they can be involved in meaningful initiatives addressing societal challenges or supporting marginalized

communities. These projects might entail organizing awareness campaigns, volunteering for local charities, or devising innovative solutions for community issues. Through their participation in these projects, students acquire practical insights into community engagement, social impact, and personal growth.

4. **Consultations and discussions** - both individual and group activities where mentors address problematic issues, career prospects, specialization choices, and offer advice on professional development. Personal support
5. **Individual consultations** - personalized, one-on-one sessions designed to offer tailored support and provide specialized guidance to address mentee's unique needs and challenges. During these consultations students can discuss their specific aspirations, concerns, and goals related to overcoming existing barriers. 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 mentee and the mentor.

## 11. Information support.

For the objectives of the mentoring scheme, the following technical support is needed:

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

Table: **Mentors**

Nr	First name	Last name	Gender	Organization, position	Key areas of expertise*	Availability (days of the week, hours)	Desired mentoring period	Notes

\*Possible Key areas of expertise: disability awareness and advocacy, academic support, career development, job market, self-advocacy, psychological support, networking, legal rights and regulations, assistive technology, inclusive

practices, transition planning, life skills, time management, organization, and communication.

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:

- Official website of the university
- Official websites of relevant stakeholders
- Social media and professional networks
- Press releases and media publications

## 12. Resource provision.

1. **Accessible physical spaces** that accommodate students with disabilities, including those with mobility impairments. These classrooms should have ramps, wide doorways, adjustable seating, and other accessibility features.
2. **Assistive technologies** such as screen readers, voice recognition software, and adaptive keyboards to assist students with various disabilities in accessing information and participating fully.
3. **Accessible educational materials**, including textbooks, handouts, and digital content in accessible formats: braille, large print, and digital text with screen reader compatibility.
4. **Sign language interpreters** or real-time captioning services for students who are deaf or hard of hearing.
5. **Accessible online platforms** and tools that are screen reader-friendly, have keyboard navigation options, and offer closed captioning for video content.



## 6. 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.

**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 (as provided below).
  5. Mentee enrollment and matching criteria (as indicated in the relevant Section of this document).
  6. Mentoring Process and Activities (as indicated in the relevant Section of this document).
  7. Evaluation and quality assurance (as indicated in the relevant Section of this document)
  8. Confidentiality and Ethics
  9. Grievance and Conflict Resolution
  10. Resource Access Guidelines

### **List of competencies for mentees**

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

Knowledge:

1. Different learning styles and strategies to maximize academic success.
2. Job prospects, required skills, and potential career trajectories within their chosen field of study.
3. Industry trends, innovations, and emerging opportunities within their chosen career path.
4. Networking strategies, both online and offline.
5. Available resources and opportunities for engagement, such as internships, workshops, and extracurricular activities.
6. Coping strategies to manage psychological challenges, stress, and emotional well-being effectively.
7. Assistive technology to access information and participate fully in academic and professional settings.
8. Disability rights and legislation
9. Essential career readiness topics such as resume building, job searching, and interview preparation.
10. Effective communication, relationship-building strategies and self-advocacy.

### Skills:

1. Identification own strengths and areas for improvement through self-reflection techniques.
2. Stress management techniques and resilience-building exercises to maintain mental well-being.
3. Active listening and conflict resolution skills.
4. Effective emotional regulation, emotional intelligence and skills for interpersonal interactions.
5. Problem-solving techniques and approaches, including critical thinking and creativity.
6. Adaptability to changes.

### Attitudes:

1. Seeing challenges as opportunities for learning and personal growth.
2. Resilience in the face of challenges
3. Confidence and determination in pursuing their academic, career, or personal goals.
4. Self-motivation in taking ownership of own academic performance, setting goals, and taking proactive steps to achieve them.
5. Cultivating a sense of self-efficacy, believing in their own ability to achieve academic and career goals.

## 14. Methodological support.

### **Guideline for Mentoring for students with disabilities**

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

#### **1. Introduction**

- 1.1. Purpose of the Guideline
- 1.2. Overview of the mentoring scheme for students with disabilities:
  - 1.2.1. Objectives and expected outcomes
  - 1.2.2. Roles and responsibilities

## **2. Mentors' Guide**

- 2.1. Guiding students in adapting to academic and social environments
- 2.2. Fostering inclusivity and sensitivity in the mentoring context
- 2.3. Mentoring strategies for students with disabilities
- 2.4. Building a trusting mentor-mentee relationship
- 2.5. Understanding and addressing specific needs and challenges of students with disabilities
- 2.6. Addressing communication and interaction barriers in mentoring session
- 2.7. Maintaining confidentiality and trust in a supportive academic setting
- 2.8. Creating inclusive learning environments for students with disabilities

## **3. Mentees' Guide**

- 3.1. Role and responsibilities of mentees in the mentoring scheme for students with disabilities
  - 3.1.1. Actively engaging in the mentor-mentee relationship
  - 3.1.2. Seeking guidance and support for academic and social challenges
  - 3.1.3. Maximizing the mentoring experience
  - 3.1.4. Effective communication with mentors
- 3.2. Leveraging mentoring opportunities to enhance learning and adaptation
- 3.3. Taking ownership of academic and personal growth
- 3.4. Setting academic and personal goals for personal growth and success
- 3.5. Developing action plans to address specific challenges and needs
- 3.6. Embracing individuality and diversity in the learning experience
- 3.7. Adhering to academic integrity and respect for diverse perspectives
- 3.8. Effective communication and engagement
  - 3.8.1. Understanding and addressing communication styles and strategies
  - 3.8.2. Building effective communication skills

## **4. Program Administration**

- 4.1. Considerations for successful mentor-mentee matches in supportive mentoring
- 4.2. Identifying common interests and backgrounds for effective pairings

- 4.3. Program logistics and support for mentoring students with disabilities
- 4.4. Coordinating mentoring activities for students with disabilities
- 4.5. Providing resources and support for an inclusive mentoring environment
- 4.6. Monitoring and evaluation of the mentoring program
- 4.7. Evaluation criteria and indicators for mentoring effectiveness and personal growth
- 4.8. Promoting inclusivity and empowerment in higher education

## 5. Annexes

- 5.1. Agreement with a mentor
- 5.2. Agreement with mentee

## 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 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 in higher education institutions.**

Psychological support within the mentoring scheme is dedicated to addressing the emotional and mental well-being of mentees and recognizing the unique psychological challenges they may face during their study. Mentors and staff of the T&M Centres should provide a safe and empathetic space for mentees to openly express their concerns, fears, and success. Psychological support extends to equipping mentees with effective stress and anxiety management strategies. Mentors share valuable tools and techniques for relaxation, time management, and resilience-building to mitigate the pressures of academic and personal life. Moreover, mentors collaborate with mentees to enhance self-esteem and self-confidence, reinforcing the mentees' self-belief and self-worth. Celebrating achievements and helping mentees overcome self-doubt are integral aspects of this empowerment process.

Moreover, the psychological support component involves fostering a sense of motivation and goal-oriented thinking. Mentors work closely with mentees to establish achievable academic and personal goals, providing continuous



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



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motivation and encouragement to help mentees maintain focus, determination, and persistence. Furthermore, mentors impart problem-solving skills to mentees, empowering them to analyze challenges, explore solutions, and make informed decisions. These skills equip mentees to address not only academic obstacles but also personal life challenges effectively.

## 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.